Newark Public Schools

Hazel Miller

NEWARK
OHIO

NINETEEN
HUNDRED
AND TWO

NEWARK. HIGH SCHOOL.

Miss Hazel Miller
27 Shields st
Newark Ohio
Licking County Newark Township
United States of America in the
Western Hemisphere and the temperate
Zone

MANUAL

of the

Newark City Schools

Organization
Courses of Study
Details of Methods

Triennial Reports for the School Years, Inclusive,
1898-1901.

Newark, Ohio:
By Authority of the Board of Education
1901

Newark High School

BOARD OF EDUCATION.

EX-PRESIDENTS.

1848, Samuel D. King.
1849, Samuel D. King.
1850, Samuel D. King.
1851, Samuel D. King.
1852, Isaac Smucker.
1853, Samuel D. King.
1854, Samuel D. King.
1855, J. N. Wilson.
1856, J. N. Wilson.
1857, D. D. Jewett.
1858, T. J. Anderson.
1859, T. J. Anderson.
1860, T. J. Anderson,
1861, T. J. Anderson.
1862, T. J. Anderson.
1863, Abner W. Dennis.
1864, W. H. Winegardner.
1865, Gibson Atherton.
1866, Gibson Atherton.
1867, Gibson Atherton.
1868, Gibson Atherton.
1869, Gibson Atherton.
1870, Gibson Atherton.
1871, David C. Winegarner.
1872, David C. Winegarner.
1873, David C. Winegarner.
1874, David C. Winegarner.
1875, Gibson Atherton.
1876, William E. Atkinson.
1877, George M. Grasser.
1878, George M. Grasser.
1879, George M. Grasser.
1880, George M. Grasser.
1881, George M. Grasser.
1882, William E. Atkinson.
1883, J. V. Burner.
1884, J. V. Burner.
1885, J. V. Burner.
1886, J. V. Burner.
1887, W. J. Henderson.
1888, W. J. Henderson.
1889, Wm. E. Miller.
1890, Wm. E. Miller.
1891, Wm. C. Wells.
1892, Wm. C. Wells.
1893, Wm. C. Wells.
1894, John Moser.
1895, Wm. Christian.
1896, Samuel J. Davis.
1897, Samuel J. Davis.
1898, William Christian.
1899, William Christian.
1900, William Christian.
1901, William Christian.

Advocate Printing Co., Newark, Ohio

1899-1900.

MEMBERS.

First Ward.....Wilbur M. Beatty, M. D.
Second Ward.....George Wallace Avery.
Third Ward.....Charles E. Stasel.
Fourth Ward.....David M. Keller
Fifth Ward.....William Christian.
Sixth Ward.....Samuel H. McCleery, D. D. S.
Seventh Ward.....John S. Fulton.
Eighth Ward.....Harry J. Hoover.

OFFICERS.

William Christian.....President.
D. M. Keller.....Vice President.
Harry J. Hoover.....Treasurer.
S. H. McCleery.....Clerk.

STANDING COMMITTEES.

Finance.....Beatty, Hoover, Stasel.
Buildings.....Fulton, Keller, Avery.
Teachers and Salaries.....Hoover. Keller, McCleery.
Text-Books and Studies.....Keller, Fulton, Beatty.
Supplies.....McCleery, Christian, Stasel.
Insurance.....Avery, Beatty, Hoover.

1900-1901.

MEMBERS.

First Ward.....Wilbur M. Beatty, M. D.
Second Ward.....George Wallace Avery.
Third Ward.....Charles E. Stasel.
Fourth Ward.....David M. Keller.
Fifth Ward.....William Christian.
Sixth Ward.....S. W. Haight.
Seventh Ward.....John S. Fulton.
Eighth Ward.....Harry J. Hoover.

OFFICERS.

William Christian.....President.
D. M. Keller.....Vice President.
Harry J. Hoover.....Treasurer.
W. M. Beatty.....Clerk.

STANDING COMMITTEES.

Finance.....Stasel, Hoover, Beatty.
Buildings.....Keller, Fulton, Christian.
Teachers and Salaries.....Hoover, Keller, Beatty.
Text-Books and Studies.....Fulton, Keller, Haight.
Supplies.....Beatty, Christian, Avery.
Insurance.....Avery, Haight, Stasel.

1901-1902.

MEMBERS.

First Ward ..... Wilbur M. Beatty, M. D.
Second Ward ..... Washington J. Henderson
Third Ward ..... Charles E. Stasel
Fourth Ward ..... David M. Keller
Fifth Ward ..... William Christian
Sixth Ward ..... S. W. Haight
Seventh Ward ..... John S. Fulton
Eighth Ward ..... Harry J. Hoover

OFFICERS.

William Christian ..... President.
Seth W. Haight ..... Vice-President.
Harry J. Hoover ..... Treasurer.
David M. Keller ..... Clerk.

STANDING COMMITTEES.

Finance ..... Haight, Hoover, Stasel
Buildings ..... Keller, Fulton, Christian
Teachers and Salaries ..... Hoover, Keller, Beatty
Text Books and Studies ..... Fulton, Keller, Haight
Supplies ..... Beatty, Henderson, Christian
Insurance ..... Henderson, Beatty, Stasel

IN CHARGE OF BUILDINGS.

High School ..... Christian
East Main ..... Beatty
Central and South Third ..... Hoover
North Third and Franklin ..... Stasel
West End ..... Fulton
Mill and Texas ..... Henderson
North Fourth ..... Keller
South Fifth and Woodside ..... Haight

ORDER OF BUSINESS.

The Board of Education meets at the Superintendent's office, High School, the first and third Mondays of each calendar month, at 7 p. m. The order of business is as follows:

1. Roll-call.
2. Reading of the minutes.
3. Bills and accounts.
4. Reading of communications addressed to the Board.
5. Communications from the Superintendent.
6. Reports from committees.
7. Unfinished business.
8. New business.
9. Adjournment.

Hazel Miller

Board of City Examiners.

F. M. Black, President. F. Martin Townsend, Clerk.
The Reverend William Berger.

Rules Governing Examinations.

Two regular examinations will be held each year, one in the Fall, another in the Spring, on successive Saturdays to be duly announced in the daily papers.

Special examinations will be held by appointment at other times if necessary.

Each applicant pays to the Clerk a fee of fifty cents, in accordance with the provision of Section 4081, Ohio Statutes. This fee is necessary also in the case of renewal of certificates.

Persons to be examined in special branches must give timely notice, not less than one week beforehand.

The subjects necessary for certificates in the elementary grades of the city schools are: Orthography, Reading, Writing (vertical), Arithmetic, Geography, Grammar, History of Our Country, Civics, Physiology, Drawing, Music, and Teaching ("theory and art").

High School teachers are examined in the special branches they teach

Supervisors are examined in their specialties, including methods of teaching them; also in physiology and hygiene.

Five grades of certificates may be issued; valid for one year, two years, three years, five years, or eight years, from the date of examination.

An average grade of 75 per cent., with no grade below 55 per cent., entitles the applicant to a one-year certificate.

An average grade of 80 per cent., with no grade below 65 per cent., merits a two-year certificate.

An average grade of 80 per cent., with no grade below 75 per cent., receives a three-year certificate.

An average of 90 per cent., with no grade below 80 per cent., is honored with a five-year certificate, providing the candidate has been engaged in teaching for the three years preceding, eighteen months of which have been in one institution or system of schools.

The three-year and five-year certificates are renewable at the discretion of the Board; or an examination in certain subjects may be required as a preliminary to such renewal.

The conditions for the granting of eight-year certificates are herewith quoted from Section 4073, Ohio School Laws: "The examiners may grant certificates for eight years from the date of examination of such applicants as, in addition to the necessary qualifications, hold or have held a certificate for five years, and have been for three years next preceding their application engaged in teaching, eighteen months of which experience shall have been in one place; and the applicants for such certificates for eight years, in addition to other qualifications, shall be required to pass a satisfactory examination in Botany, Algebra, Natural Philosophy, and English Literature."

Prof. Yeardley
Prof. Neustaum } Music - 1901-1909
Prof. J. R. Mealson

Officers and Teachers.

1901-1902.

J. M. Stimpkins SUPERINTENDENT.

F. Martin Townsend, A. M. Office, High School. Hours for callers: 8:30-9:30, 3:30-4:30, and at other times by appointment. Office telephone, 159, new. Residence, 242 Granville Road. House telephone, 482, new.

TRUANT OFFICER.

David J. Jones. Residence, 94 Granville Street. Office with Superintendent. Hours, 8-10, and 12:30-1:30.

SUPERVISOR OF DRAWING.

Frederick G. Steele. Residence, 184 Elm Street.

SUPERVISOR OF MUSIC.

Emma H. Metcalf. Residence, 118 West Main Street.

T. Otto Williams HIGH SCHOOL.

Edward P. Childs, Principal. Hazelwood Avenue. (New telephone, 639.)
R. O. Austin, Assistant Principal .....17 West Locust
Fred H. Ottman, Director Commercial Department...The Avalon, Flat 10
May E. Moore, Twelfth Grade .....55 Seventh
Kate Foos, Eleventh Grade .....73 West Main
Jane Jones, Tenth Grade .....138 North Fourth
Harriet Jones, Ninth Grade .....87 Granville
John Alfred Tait, Ninth Grade.....17 West Locust
Caroline Allen ..... 114 North Fourth
Eleanor C. Avery, Librarian .....230 Lawrence

CENTRAL.

Cora B. Haughey, Principal .....100 North Fourth
Mathilde G. Wallace, Eighth Grade .....120 North Fifth
Ida K. Wiegand, Eighth Grade .....265 West Church
Anna Frye, Seventh Grade .....111 West Canal
Kate C. Maylone, Sixth Grade .....115 West Church
Laura J. Foreman, Sixth Grade .....125 West Church
Cecilia Mary Jones, Fifth Grade .....144 North Fourth
Henriette F. Wilkin, Fourth Grade .....192 Buckingham
Dora B. Brennstuhl, Fourth Grade, ...65 Jefferson
Emma O. Koos, Third Grade.....115 North Fourth
Clara G. Alexander, Second Grade .....164 Granville
Nancy Byers Vance, First Grade.....191 Tenth
Frances Tyhurst, Beginners .....112 Eleventh

NORTH FOURTH.

Amelia Owen, Eighth Grade .....29 Pearl
Bertie Jones, Seventh Grade Principal 1919 .....363 North Third
Irene Hazelton, Sixth Grade .....30 Oak
Ella Jones, Fifth Grade .....196 North Third
Clara Anne Stelzer, Fourth Grade .....523 North Fourth
Mary Palmer, Third Grade .....59 Wallace
Katherine M. Ambrose, Second Grade .....208 North Fifth
Helen L. Scott, Second Grade .....39 Columbia
Mrs. Martha L. Sininger, ~~Principal~~; Beginners .....161 Elm

NORTH THIRD.

Maude B. Stadden, Principal; Fifth Grade .....345 North Third
Ertel B. Baugher, Fourth Grade .....493 Maple Avenue
Helen E. Smucker, Third Grade Mrs. Mason .....125 North Third
Mrs. Annis R. Lawhead, Beginners .....118 West Main

EAST MAIN.

W. E. Painter, Principal; Eighth Grade .....Cor. Eddy and Ash
Mary L. Kilpatrick, Seventh Grade .....55 Buena Vista
Mabel G. Pugh, Fifth Grade .....79 Gay
Hattie Van Wormer, Fifth Grade .....217 Woods Avenue
Dessa Algeo, Fourth Grade .....420 East Main
May Roesel, Third Grade .....43 Bates
Grace L. Jones, Second Grade Mrs. Harry Scott .....379 East Main
Bertha Grace Dille, First Grade .....146 West Main
Mary Alice Wilson, Beginners .....156 North Fourth

MILL STREET.

Nellie R. Downey, Sixth Grade .....56 Pearl
Jessie Browne, Fourth Grade .....106 East Church
Lottie Lowe Johnson, Third Grade .....93 East Church
Daisey Harrington, Second Grade .....19 Gay
Mary R. Van Atta, First Grade .....275 Cedar
Cora B. Henry, Principal; Beginners .....260 Elm

TEXAS.

Della Grace Cochran, Third and Second Grades .....26 Granville
Katharine Gilbert, Principal; First Grade; Beginners .....133 South Third

SOUTH THIRD.

Bess G. Rhoads, Principal; Fifth Grade Mrs. Smiley .....74 Granville
Mame B. Lawyer, Fifth Grade .....141 West Church
Faith N. Frye, Fourth Grade .....48 Prospect
Elizabeth Watkin, Beginners .....38 North First

FRANKLIN.

Susan G. Bolton, Third, Second and First Grades .....197 South Sixth

SOUTH FIFTH.

Katherine A. Murphy, Principal; Seventh Grade.....169 South Fifth
Louise M. Wulfhoop, Sixth Grade.....43 Clinton
Gertrude Harrison, Fourth Grade.....200 South Fifth
Daisy B. Hughes, Fourth and Third Grades.....129 South Fifth
Sarah J. McNeal, Third Grade .....73 North Sixth
Nellie M. Braddock, Second Grade.....298 West Locust
Gertrude E. Avey, First Grade..... .....152 Granville

WEST END.

May Van Horn, Seventh Grade.....127 Maholm
Carrie M. Kirby, Principal; Sixth Grade.....278 Union
Louanna Taylor, Fifth Grade .....Ninth
Edith B. Mackay, Fourth Grade.....120 North Fourth
Louise W. Eichhorn, Third Grade .....315 West Church
Alice L. McMahon, Third and Second Grades .....135 North Fourth
Nellie Mabel Galloway, Second Grade.....25 South Pine
Lulu V. Smith, First Grade.....133 Ninth
Alice A. Simpson, Beginners..... .....207 West Main

WOODSIDE.

Evelyn G. Owens, Fourth Grade.....105 East Church
Grace E. Williams, Principal; Third Grade.....82 High
Minnie B. Evans, Second Grade .....45 Pearl
Mary F. Drumm, First Grade and Beginners.....86 Commodore

Contingent Teachers.

Henrietta Braunhold ....43 South Fifth
Lottie Dillon... Mrs. J. N. Koerner .....397 North Third
May Elliott .....196 Buckingham
Grace Mackay ....120 North Fourth
Rose Pugh..... ....75 Gay
Iva A. Morgan..... ....21 Seventh

Janitors.

High School, Curtis E. Comer .....158 South Fifth
Central, Walter D. Gittings..... .....West Locust
North Fourth, Charles A. Moser ....39 North Morris
North Third, Mrs. Martha Lusk..... .....133 Clinton
East Main, Benjamin F. Ford ....201 Cedar
Mill, Mary Stasel .....11 Myer's Court
Texas, Lena Lautenschlager.... .....275 Summer
South Fifth, Mrs. Enola M. Koerner .....158 South Fourth
South Third, Sophia Stubbs ....25 Baker
Franklin, Blanche Coyle ....50 Bates
West End (Nos. 2 and 3), Lena Thorne.....71 Pine
Woodside, Anna Williamson.....Eddy

IN MEMORIAM:

Clara J. McFarland. Died, 24 February, 1900.
(Teacher, Beginners' Room, South Third Street School.)

Emma R. Harris. Died, 30 October, 1900.
(Teacher, Seventh Grade, East Main Street School.)

Lucy E. Taafel. Died, 12 June, 1901.
(Teacher, Eighth Grade, Central School.)

Joshua C. Hartzler, Ph. D. Died, 5 October, 1901.
(Superintendent, 1875-1899.)

RESOLUTIONS ADOPTED BY THE BOARD OF EDUCATION, 7 OCTOBER, 1901.

Resolved, That while it is appointed unto all men once to die, yet death is at all times an unwelcome visitor, and especially so when it removes from our midst one whose life has been of great value to the community in which he lived.

That the members of the Board of Education of Newark, Ohio, therefore deeply regret the sudden death of Doctor J. C. Hartzler, and extend to his bereaved family their sympathy in their hour of bereavement.

That in view of the long and useful career of the deceased as an educator in this city and county, and his activity and usefulness in the cause of education, to the time of his death, by his sudden departure hence, the cause of education has lost a valuable and faithful servant, and this city a highly esteemed man and citizen, a true friend and faithful husband and father, whose exemplary conduct in all the relations of life is worthy of imitation.

That his connection with the public schools of Newark as Superintendent for nearly a quarter of a century, the energy and enthusiasm he brought to his work, and above all his uniform affability and probity of character, has gained for him among the people of Newark an enviable distinction that may be emulated by the youth of our schools.

Resolved, That as a mark of respect to the memory of the deceased, the public schools of Newark be closed during the funeral obsequies on Tuesday afternoon, and that the flags on the school buildings be placed at half-mast during said day.

Resolved, Further, that these resolutions be spread upon the minutes of the proceedings of this Board, and a copy thereof sent to the newspapers of the city for publication, and to the family of the deceased, by the Clerk of the Board.

General Information.

SCHOOL HOURS:

ELEMENTARY DEPARTMENT.

First Grade, a. m., 8:30-11; p. m., 1-3.
Second Grade, a. m., 8:30-11:15; p. m., 1-3:15.
Third Grade, a. m., 8:30-11:15; p. m., 1-3:15.
Fourth Grade, a. m., 8:30-11:15; p. m., 1-3:15.

PREPARATORY DEPARTMENT.

Fifth Grade, a. m., 8:30-11:30; p. m., 1-3:30.
Sixth Grade, a. m., 8:30-11:30; p. m., 1:-3:30.
Seventh Grade, a. m., 8:30-11:30; p. m., 1-3:30.
Eighth Grade, a. m., 8:30-11:30; p. m., 1-3:30

ACADEMIC DEPARTMENT.

High School, a. m., 8:30-11:15; p. m., 1-3:15.
Commercial School, a. m., 8:30-11:15; p. m., 1-3:30.
Central bell rings at 8, 8:15, and 8:25 to 8:30, and at 12:30, 12:45, and 12:55 to 1.
Teachers in charge of rooms arrive at 8:05, and 12:35.
Special teachers follow their special programmes.

SCHOOL YEAR.

The school year consists of thirty-eight weeks, between the second Monday in September, and the Friday nearest to the middle of June. It is divided into two semesters of nineteen weeks each.

HOLIDAYS AND VACATIONS.

The holidays regularly authorized are every Saturday, Thanksgiving Day, Christmas, New Year's Day, Washington's Birthday, and Memorial Day.

A vacation of two weeks is allowed, a portion between Christmas and New Year's Day, and preceding days if necessary; and the remainder about the first of April.

TUITION FEES.

Pupils living outside of Newark Township may be admitted to any grades for which they are qualified by paying in advance to the Clerk of the Board of Education tuition fees, at the following rates per week:

Elementary Department, 30 cents. Preparatory Department, 40 cents. Academic Department, 50 cents.

Receipts for tuition must be shown to the Principals or the Teachers in charge of the enrollments of such non-residents.

HIGH SCHOOL LIBRARY.

The Library comprises nearly two thousand volumes, the gifts of several graduating classes, individuals, and the Board of Education. Money for this purpose is continually needed. The management is in charge of a Library Board, consisting of the Superintendent of Schools, the Principal of the High School, Miss Wotring, Miss Haughey, and Miss Amelia Owens. The Teachers and other school officials, and the pupils of the High School and the Eighth Grades can draw books subject to the regulations ofthe Library Board. The Library is open each school day as follows: Mondays, Wednesdays, and Thursdays, from 9 to 11:15, and from 12:30 to 4; and on Tuesdays and Fridays, (days for the drawing of books by pupils), from 12:30 to 5

The periodicals on the reading table are as follows:

Scribner's, Century, Harper's Magazine, Amercan Review of Reviews, Outlook, The American Boy, The Bookman, The London Sketch, The Youth's Companion, Praeco Latinus, The World's Work, Illustrirte Welt, Germania, Little Chronicle, Education, The Nation, Perry Pictures Magazine, Art Study, Harper's Weekly, House Beautiful, Saint Nicholas, L'Illustration, School and Home Education, Current History.

GRADINGS, STANDINGS, PROMOTIONS.

The First Grade receives beginners at the beginning of each semester, that is at the first week and the twentieth week. They must be six years of age, or within six weeks of such age. Such pupils are received direct by the Principals.

Monthly report cards are sent for the inspection and signature of parents, giving information as to scholarship, deportment, and attendance. Standings are shown by symbols, which with their meanings are: A, perfect; E, excellent; G, good; M, medium; P, poor; D, deficient.

Promotion requires a general average of G, at least, on the year's work. When reporting to an advanced room on promotion, a pupil should present his card for the previous year, with the recommendation for promotion attested by the signature of his previous teacher. Promotions are regularly made only at the close of each school year; but individual pupils showing proper capacity for advanced work are promoted during the year, when in the judgment of the Superintendent, Principal, and Teacher, such action is for the best interest of the pupil. Pupils entering the First Grade in February, remain there a year and a half (three semesters) having the advantage of longer and therefore more thorough preparation for the Second Grade.

Promotion ordinarily depends on the estimate by the Teacher of the daily work of the pupil. When this estimate falls below G, an examination of the pupil in all unsatisfactory work

is required. Pupils can thus escape examinations for promotion by doing satisfactory work from day to day. Examinations may be required of pupils whose deportment is not acceptable, as a disciplinary measure, and on the principle that misbehavior is the cause or result of inattention to study.

DEPARTMENTS.

Grades 1-4 inclusive comprise the Elementary Department.
Grades 5-8 inclusive comprise the Preparatory Department.
Grades 9-12 inclusive comprise the Academic Department.

MEETINGS OF TEACHERS.

Each Thursday, from four to five o'clock, in Room No. 4, High School, the Teachers meet with the Superintendent, in the following order:

First Thursday in the calendar month, grades first and second.

Second Thursday in the calendar month, grades third and fourth.

Third Thursday in the calendar month, grades fifth and sixth.

Fourth Thursday in the calendar month, grades seventh and eighth.

Other meetings are subject to special call.

TRAINING CLASS.

To secure recruits for the teaching corps that may be prepared with special reference to the needs of the Newark schools, the Board of Education has decreed that applicants without experience of a year at least, must enter the Training Class in charge of the Superintendent, for a year. The members of the class attend instructions by the Superintendent, read the technical books prescribed, and serve in practice work as assistants to regular teachers, without pay, for the space of a school year, as they are assigned by the Superintendent. Each member of the Training Class must have been previously elected by the Board of Education to the Contingent Corps, and possess a certificate from the Board of City School Examiners.

Members of the Contingent Corps that have taught successfully for a year, or that have had a year of normal training elsewhere, are exempt from the year of service in the Training Class. All members of the Contingent Corps can serve as substitute teachers on pay, when opportunity offers. The books on pedagogics supplied by the district for the Training Class are Parker's Talks on Teaching, and Putnam's Manual of Pedagogics; also special books of reference in the Library.

Buildings and Boundaries.

HIGH SCHOOL—West Main, between Fifth and Sixth streets.

CENTRAL SCHOOL—West Church, between Fifth and Sixth streets.

Boundaries: East, North Fork.
West, Eleventh street.
North, East Main from the river to North Second; North Park Place to North Third; West Church to North Fourth; West Locust to North Fifth; Granville to Seventh; Columbia Avenue to Eleventh.
South, the railways.

NORTH FOURTH STREET SCHOOL—North Fourth, opposite Hoover street.

Boundaries: East, North Front to Locust; Clinton to St. Clair; Elm to North Fourth; thence to city limits.
West, Buckingham street.
North, city limits.
South, East Main to North Second; North Park Place to North Third; West Church to North Fourth; Locust to Granville; Granville to Buckingham.

NORTH THIRD STREET SCHOOL—North Third, between Oak and Shields street.

Boundaries: East, North Fork.
West, North Front to Locust; Clinton to St. Clair; Elm to North Fourth; North Fourth to city limits.
North, city limits.
South, Locust street.

EAST MAIN STREET SCHOOL—East Main, corner Arch street.

Boundaries: East, East Cedar street.
West, North Fork.
North, city limits.
South, B. & O. railway.

MILL STREET SCHOOL—East Main, corner Mill street.

Boundaries: East, city limits.
West, Cedar street.
North, city limits.
South, B. & O. railway.

TEXAS—Corner Ohio and Webb streets.

Boundaries: East, city limits.
West, North Fork.
North, B. & O. railway.
South, Licking river.

SOUTH FIFTH STREET SCHOOL—South Fifth, south of Harrison street.

Boundaries: East, South Fourth street.
West, Raccoon Creek.
North, the railways.
South, Pataskala street.

SOUTH THIRD STREET SCHOOL—South Third, between Harrison and Vallandingham streets.

Boundaries: East, North Fork.
West, South Fourth street.
North, the railways.
South, city limits.

FRANKLIN SCHOOL—Prospect street.

Boundaries: East, South Fifth street.
West, city limits.
North, South Fork.
South, city limits.

WEST END—No. 2, Maholm, east of Pine. No. 3, Maholm, west of Pine.

Boundaries: East, Raccoon Creek.
West, city limits.
North, Raccoon Creek.
South, city limits.

WOODSIDE SCHOOL—Woods avenue, corner Eddy street.

oBundaries: East, Buckingham street.
West, city limits.
North, city limits.
South, Columbia avenue.

Seating Capacity.

HIGH SCHOOL.		MILL.	
Room 1	62	Sixth grade	57
Room 2	61	Fourth grade	63
Room 3	26	Third grade	48
Room 4	24	Second grade	57
Room 5	61	First grade	55
Room 6	52	Beginners	60
Room 7	54		
Room 8	58		340
	398	TEXAS.	
(Chapel	519)	Third-Second	30
		First grade	44
			74

NORTH THIRD.		SOUTH THIRD.	
Fifth grade	52	Fifth grade	44
Fourth grade	53	Fifth grade	51
Third grade	46	Fourth grade	50
Beginners	56	Beginners	68
	207		213

CENTRAL.

Eighth grade	42
Eighth grade	41
Seventh grade	45
Sixth grade	49
Sixth grade	47
Fifth grade	49
Fourth grade	47
Fourth grade	48
Third grade	55
Second grade	50
First grade	58
Beginners	60
	589

NORTH FOURTH.

Eighth grade	53
Seventh grade	54
Fifth grade	56
Fourth grade	56
Third grade	56
Second grade	56
Second-First	60
Beginners	60
	451
Sixth grade annex	39
	490

EAST MAIN.

Eighth grade	48
Seventh grade	48
Fifth grade	40
Fifth grade	54
Fourth grade	54
Second grade	54
First grade	54
Beginners	54
	414
Third grade annex	39
	453

SOUTH FIFTH.

Seventh grade	38
Sixth grade	39
Fourth grade	34
Fourth-third	48
Third grade	49
Second grade	50
First grade	40
	298

FRANKLIN.

Preparatory grade	24
Elementary grade	55
	79

WEST END.

No. 2.

Third grade	45
Third-second	36
Second grade	40
	121

No. 3.

Seventh grade	56
Sixth grade	56
Fifth grade	48
Fourth grade	54
First grade	63
Beginners	63
	340

WOODSIDE.

Fourth grade	49
Third grade	46
Second grade	48
First grade	39
	182
Total seating capacity for pupils	3784

are exclusively for school business. Pupils are not summoned to the instruments, nor allowed to use them, except by special permission of the Principals, granted only in cases of necessity. Messages are not received for pupils except in great urgency, and then must be accompanied by the names of the senders. As no one is detailed to receive and carry general messages, nor to summon pupils, the necessity for the restrictions given is manifest, not to mention especially the interruption of school work that frequent resort to the telephones would cause. The number and location of each instrument is herewith given, all being of the service of the Newark Telephone Exchange:

Superintendent's office, High School, 159.
Central School, 280.
North Fourth, 282.
North Third, 121.
East Main, 99.
Mill, 61.
Texas, 67.
South Third, 162.
South Fifth, 189.
Franklin, 160.
West End, 287.
Woodside, 116.
President of the Board, 606, 3 rings.
Clerk of the Board, 606, 2 rings.

Clerk's Financial Statement.

The following is a summary statement of receipts and expenses for three years, commencing September 1, 1898, and ending August 31, 1901:

RECEIPTS.

1898-1899.

Balance on hand September 1, 1898		$25788 46
State Common School Fund	$ 6831 00	
Other State Funds, including income from U. S. Military, Virginia Military, Western Reserve and Sec. 16	491 09	
Local tax for School purposes	42669 48	
Received from all other sources, including tuition of non-resident pupils	781 29	
Total receipts		$50772 86
Total receipts, including balance		$76561 32

EXPENDITURES.

Total wages of teachers in elementary schools....	$26572 54	
Total wages of teachers in high school	4790 00	
Total amount paid teachers		$31362 54
Amount paid for supervision exclusive of teaching..	1800 00	
Cost of buildings and grounds	10455 24	
Redemption of bonds, including interest on same....	4577 50	
Amount paid for all other purposes	10368 01	
Total expenditures		$58563 29
Balance on hand September 1, 1899.....	17998 03	
		$76561 32

*Includes proceeds of sale of bonds for North Third Street School.

1899-1900.

RECEIPTS.

Balance on hand September 1, 1899.....		$17998 03
State Common School Fund	$ 6830 95	
Other State Funds, including income from U. S. Military, Virginia Military, Western Reserve, and Sec. 16.....	444 66	
Local tax for school purposes	43384 07	
Received Tuition from non-resident pupils	551 70	
Miscellaneous receipts	76 03	
Total receipts		$51287 41
Total receipts, including balance		$69285 44

EXPENDITURES.

Total wages of teachers in elementary schools....	$28190 91	
Total wages of teachers in high school.....	4890 00	
Total amount paid teachers		$33080 91
Amount paid for supervision exclusive of teaching..	1800 00	
Cost of buildings and grounds	2000 00	
Redemption of bonds, including interest.....	6467 50	
Furniture and permanent improvements.....	1014 97	
Amount paid for all other purposes	9847 71	
Total expenditures		$54211 09
Balance on hand September 1, 1900.....		$15074 35
		$69285 44

1900-1901.

RECEIPTS.

Balance on hand September 1, 1900		$15074 35
State Common School Fund	$ 6794 70	
Other State Funds, including income from U. S. Military, Virginia Military, Western Reserve, and Sec. 16	455 30	
Local tax for school purposes	43866 13	
Received on note issued	2000 00	
Tuition from non-resident pupils and miscellaneous.	683 06	
Total receipts		$53789 19
Total receipts including balance		$68863 54

EXPENDITURES.

Total wages of teachers in elementary schools	$28401 95	
Total wages of teachers in high school	5725 00	
Total amount paid teachers	$34126 95	
Amount paid for supervision exclusive of teaching..	2400 00	
Redemption of bonds including interest on same....	5068 00	
Furniture and permanent improvements	1435 87	
Amount paid for all other purposes	10344 30	
Total expenditures	$53375 12	
Balance on hand September 1, 1901	15488 42	
		$68863 54

INDEBTEDNESS.

Amount of funded debts September 1, 1898		$35700 00
(Uncancelled bonds and notes September 1, 1901.)		
Seven $1000 bonds at 5 per cent., due Jan. 1902-1908.	$7000 00	
One $500 bond at 5 per cent., due Jan. 1909	500 00	
Eight $1000 bonds at 5 per cent., due June, 1902-1909.	8000 00	
Five $1000 bonds at 5 per cent., due July, 1901-1905..	5000 00	
One $1100 note at 6 per cent	1100 00	
One $2000 note at 5 per cent	2000 00	
		$23600 00
Amout of reduction		$12100 00

The foregoing financial statement shows that the increase of our school fund barely keeps pace with the increase of our city's population, and the consequent demand for more schools. The problem of securing sufficient funds under present limitations of law, to meet the demand for more and better schools, is about to perplex this Board as it has the Boards of many oth-

er cities of the State. Our school population seems to be growing more rapidly than our tax duplicate. In view of this fact it will be interesting to note the result of the agitation which aims to bring about the abolition of State taxes for school purposes and to leave the matter of taxation for school purposes entirely with the counties. About forty-seven counties, as the State Auditor's report shows, are paying more school taxes to the State than the State has returned to them by its apportionment of taxes collected under the laws now in force. Licking is one of those counties, and is therefore materially interested in the outcome of the proposed legislation.

The glaring injustice of the present system of raising school taxes, is shown by the fact that Cuyahoga County, for instance, which possesses immensely more wealth than Licking, has for years been receiving taxes paid by Licking County taxpayers, for the support of its schools. It is to be hoped that the people of Newark and Licking County will not let this question go by default when it comes up at the coming session of the General Assembly of the State. When the State was new and portions of it sparsely settled, it was right and proper for counties that enjoyed a more advanced condition of society and material prosperity, to contribute to the support of schools for the pioneers in the sparsely settled counties; but that day has passed in Ohio. The present school-tax law was framed to meet conditions fifty years ago, and has outlived the conditions that prompted the philanthropic spirit of its authors.

D. M. KELLER, Clerk.

Report of the Superintendent.

To the Honorable Board of Education:

Gentlemen:—From the numerous reports I have submitted to you within the past two years, as the work of the schools progressed, I have selected such matter as seemed most worthy of record in this permanent form and herewith present it in very condensed expression:

COURSE OF STUDY.

Under my supervision there has been little change, if any, in the course of study; it has been continued in practically the same form as obtained previously. The order of the studies has been changed in a few instances, where it seemed preferable, especially in the High School. Text-book study of Arithmetic begins in the Third Grade. The Seventh Grade now has History. The Sixth Grade studies the local history of Newark and Licking County, as well as of Ohio. A commercial course is offered in the High School, and Greek has been allowed as an optional study. Drawing is continued in the Ninth Grade. The

study of Algebra has been discontinued in the Eighth Grade, and Geography continued in that grade instead. Efforts have been made by some new methods of instruction to improve the work in Arithmetic, Geography, History, Composition, Reading, Spelling, Grammar, and Writing. In every phase of school work in the Elementary and Preparatory Grades this principle has been kept in view, viz, that patrons expect the pupils to learn well how to read, spell, write, compose, and cipher, and to know the important facts of History and Geography. With this strong desire of theirs I am in full sympathy, and strive constantly for its complete realization. There are no so-called "fads" in the Newark schools. We have no time for them, even if their value be recognized. Our aim is to use the period of school without any waste, and the schedules of daily study and recitation show exactly how the time is employed. The course of study is ordered by the Board of Education, and my aim has been to secure the accomplishment of it in the wisest way. It may not be as good as some others, but to modify it would be a difficult undertaking.

In each of the subjects of study in the Common School grades, certain essential purposes are kept in the forefront. In condensed expression, they are these:

In Reading, acquisition of a suitable vocabulary, correct pronunciation, and proper expression, with the gradual cultivation of a taste for literature.

In Spelling, ability to spell the words naturally chosen by the pupils at their stage of progress, whatever it may be, with which to express their deliberate thought; ability also to spell certain selected words suitable to their needs, both orally and in writing, singly and in sentences.

In Arithmetic, facility in accurate computation by simple, sensible, intelligible, usable processes, in harmony with the usages of business; the cultivation of the reason, that the meaning of the processes may become clear. We aim to train pupils so that they can give the sum or product of any two figures, as well as their difference, instantly and automatically. This is the basis of all rapid and accurate computing.

In Geography, the study of the text-book as usual; also a further insight into the life, surroundings, and accomplishments of certain nations, selected as types, exemplified in their great cities, domains, rural regions, scenic features, etc. Supplementary books and pictures are freely used.

In History, familiarity with great events, epochs, crises, causes and effects; also with the biographies of noted people; that profound, lasting impressions may be gained and retained, sympathies awakened, motives appreciated, and good citizenship engendered.

In Grammar, the component parts of sentences, considered synthetically and analytically; followed by sufficient knowledge of details regarding the parts of speech individually studied.

In Language, the proper choice of words and expressions —correct diction—the use of capitals, punctuation, abbreviations, etc.

In Composition, three things: food for thought, clear thinking, plain and direct expression in simple and fluent language.

In Drawing, pictorial expression of thought as a species of language; aesthetic culture, by a realization of the beauties of form and color; training in accuracy; the education of the hand and eye.

In Music, ability to read readily and accurately; pure tones, and hence voice cultivation; appreciation of harmony; mental and moral refreshment and uplifting.

In Morals, clear distinction between right and wrong, by precept and practice; and a preference for the right.

In Manners, habits of politeness and consideration for others; the effacement of egotism and selfishness.

In Discipline, an exemplification of order, as essential to the success and well-being of the pupils themselves. In other words, such a form of school government that pupils may realize it is conducive to their own welfare, and thereby be led to appreciate it and give it their hearty support.

TEXT-BOOKS.

There have been a few changes in text-books since the issue of the last triennial report. Appreciating all the objections to changing, and giving each its full value, I am loath to recommend a new text-book in place of an old, unless there will be a great and certain benefit by the change. I realize that a good teacher will get along with a poor or detrimental book, though it is not the preferable way. Change for the mere sake of change is senseless; change for a slight improvement is inconsiderate; change for a decided betterment is an obligation. A text-book of any worth contains not information alone, but also the presentation of some method of instruction favored by the author. Hence, in the examination of it, these things must be kept in mind: Is its subject matter correct; properly graded to the age and present acquirements of the pupils that will use it; intelligibly expressed; presented in pedagogical order; of sufficient importance to warrant being studied; is the method of presentation in harmony with that used in our schools, or, if different, is it better; is the type of proper size, illustrations good and pertinent, paper clear, binding strong; on the whole, is the book teachable? Many a book that looks attractive is of little value in study. A book is largely the expression of the author's

ideas, and is therefore to be regarded just as critically as is a teacher in scholarship and methods. When a text-book is so far behind the age that it is out of the current of prevailing methods and subject matter, it becomes a hindrance to the effective work of the school and should be discarded. The view of superintendents is quite unanimous that recommendations of new text-books should come from them rather than from agents, principals, teachers, or members of the board, for the reason that they have the supervision of instruction and keep in mind its necessary unity, and realize best its weak points, and can best discern just where and when and how they may be strengthened.

TEACHERS.

One of the essential duties of a superintendent is to guide the work of the teachers so that a fitting unity may be maintained. Each teacher has a certain part to perform in the whole scheme of instruction and discipline. In the major details there must be a certain unity; in the minor details there may be a limited diversity. Conferences are therefore regularly held with the teachers to promote these conditions. My steadfast aim is to make clear to the teachers what is wanted and how best it may be secured. This work includes the exposition of preferred methods; the selection of material; the presentation of current thought in the educational world; model lessons, and critical inspection. In short, a constant normal training. I wish to testify to the hearty appreciation I feel of the zealous efforts the entire staff has made to respond loyally to my direction, as well as to the pride I take in its success. We have a fine corps of teachers that compares very favorably with those engaged in the schools of other cities generally; and as the teaching body is a most powerful element in the work of schools, so its general worth is something to be highly regarded and esteemed.

In making choice of fit persons for teachers two or three essentials must be regarded: good health, fine scholarship, amiable temper. Also, the following qualities are desirable, though generally they become developed by proper experience: enthusiasm; strong sense of justice; sympathy with child nature; appreciation of defects in pupils due to inheritance, environment, and want of suitable training; skill in the use of methods; realization of the purposes of education; acquaintance with the details of the whole school system; courtesy, politeness, and solid moral tone, reflected in the daily affairs of school life. As teachers are distinctly models for their pupils, so they should fully meet the test of genuine ladies or gentlemen, as well as of scholars.

EXPANSION.

The commodious and modern-style school house on North Third Street has been occupied since the issue of the last report, and it is a model of convenience. The demands on its space have been complete. The Board has also re-acquired the old school house in the West End, in which the three rooms are all in use. The increased demands for school accommodation in the east wards will likely engage attention in the near future. I recommend that suitable offices for the Board of Education and the Superintendent be procured by another year, as the present office will be required for the growing needs of the Commercial Department of the High School.

MISCELLANEOUS.

Looking over the files of my monthly and other reports to the Board for the two years past, I select the following record of changes, additions, and improvements, as representing prominently the suggestions that have received favorable attention:

A regular series of instructions in methods presented to the teachers.

Establishment of a system of instruction and practice for a training class of prospective teachers.

Uniform programmes devised for each grade.

Arrangement of recesses, so that the smaller pupils have their recreation separately.

Purchase and use of supplementary text-books.

Hygienic postures of pupils in sitting, writing and standing.

Introduction of Vertical Writing.

Exposition of class work by various teachers before their colleagues.

Readjustment of the system of grading and promotion.

[illegible] of monthly reports to parents.

Methods for rapid calculation and mental operations in Arithmetic.

Systematic use of pictures and select readings in Geography and History.

Constant practice and drill in Composition in all grades.

Daily use of the High School Library and Reading Room, with substantial increase in its equipment.

Establishment of the Commercial Course, with special commercial desks, and seven standard type-writers; attracting an attendance now of about ninety students.

Purchase of the Crowell physical apparatus and furnishing of a demonstration room.

Purchase of the Art Collection and framing of the same, with money raised by exhibitions and lectures.

Special purchase of suitable books for the West End schools with money raised by a festival.

Establishment of the Pupils' Good Government League in the East Main Street School.

Development of the work in pen and pencil drawing and water color.

Extension of the study of English in the High School.

Steam heating of the Central building.

Purchase and fitting-up of the West No. 2 building.

Judicious adoptions of the best modern text-books as needed.

Maintenance of "The Hetuck," the High School monthly magazine.

Revival of literary societies in the High School.

Respectfully submitted,

F. MARTIN TOWNSEND,

15 June, 1901. Superintendent.

STATISTICAL REPORTS.

ENROLLMENT AND ATTENDANCE.

1. Number of Pupils Enrolled:

	1899	1900	1901
High School—Boys	80	75	86
High School—Girls	162	169	168
	242	244	254
Elementary Schools—Boys	1391	1436	1446
Elementary Schools—Girls	1449	1487	1406
	2840	2923	2852
Grand Total	3082	3167	3106

2. Average Monthly Enrollment:

High School—Boys	70	69	78
High School—Girls	148	142	156
	218	211	234
Elementary Schools—Boys	1220	1262	1241
Elementary Schools—Girls	1249	1306	1232
	2469	2568	2473
Grand Total	2687	2779	2707

3. Average Daily Attendance:

High School—Boys	64	65	77
High School—Girls	139	136	143
	203	201	220

Elementary Schools—Boys	1089	1109	1093
Elementary Schools—Girls	1118	1135	1050
	2207	2244	2143
Grand Total	2410	2445	2363
4. Tardiness:			
High School	124	166	123
Elementary Schools	760	835	756
	884	1001	879
5. Truancy:			
High School	3	4	6
Elementary Schools	110	105	127
	113	109	133
6. Per Cent. of Attendance on Total Enrollment:			
High School		83	85
Elementary Schools		78	70
7. Per Cent. of Attendance on Monthly Enrollment:			
High School	95	95	93
Elementary Schools	90	87	90

MISCELLANEOUS.

	1899	1900	1901
Cost of school houses built or purchased		$2000	
Number of school houses in district	13	13	13
Number of school rooms in district	68	70	75
Number of different teachers employed—Men	3	5	5
Number of different teachers employed—Women	68	70	71
Enumeration of youths between 6 and 21 years		4711	4888
Number of High School graduates—Boys	11	8	16
Number of High School graduates—Girls	23	29	25
Whole number of High School graduates—Boys	151	159	175
Whole number of High School graduates—girls	460	489	514
Number of pupils perfect in attendance	137	136	75
Number of deaths of pupils	4	7	7
Number of days of school	186	183	185

ENROLLMENT AND ATTENDANCE BY GRADES.

1. Total Enrollment:		
Beginners	565	539
First Grade	297	247
Second Grade	510	413
Third Grade	381	497
Fourth Grade	357	452
Fifth Grade	275	322
Sixth Grade	206	216
Seventh Grade	197	169
Eighth Grade	133	136

Ninth Grade	107	97
Tenth Grade	51	74
Eleventh Grade	49	41
Twelfth Grade	37	42
2. Average Attendance:		
Beginners	355	347
First Grade	230	202
Second Grade	421	289
Third Grade	311	418
Fourth Grade	273	300
Fifth Grade	216	240
Sixth Grade	157	162
Seventh Grade	140	125
Eighth Grade	196	106
Ninth Grade	79	75
Tenth Grade	37	55
Eleventh Grade	41	32
Twelfth Grade	33	37

Report of the Truant Officer.

To the Honorable Board of Education:

I am pleased to be able to state that in my service for three years past as Truant Officer, no contest was made by the parents It has come to be pretty well understood by the families and patrons of the schools of Newark that the truancy law will be enforced as a last resort, when there is occasion to do so. In most of the cases of wilful and repeated truancy the service of the five days notice and of warning to both the parent and truant was sufficient to reconcile matters. I wish to assure the public, whose servant I am, that all the milder means will first be employed by me to bring truants to school; and that it will be my constant purpose to aid in lightening all burdens on the public by the faithful discharge of my official duties. I feel under great obligations to all the patrons and to all others not connected with the schools who have aided me from time to time by giving reliable information; and to the township trustees for clothing and shoes for the needy little ones; and to the ladies of the W. C. T. U. for assistance given to me. In conclusion allow me to express my sincere thanks to the Board and to Superintendent Townsend, and to all the principals and teachers. I am greatly indebted to them for the faithful performance of work in the daily round of duties, and for the loyalty and the consideration which have characterized all their relations with me in our service to the public.

Respectfully,

DAVID J. JONES,

Truant Officer.

TRIENNIAL STATISTICAL REPORT.

1. Number of Truants and Absentees:

	1898-1899		1899-1900		1900-1901		Grand Total	
	Tru.	Abs.	Tru.	Abs.	Tru.	Abs.	Tru.	Abs.
High School	4	10	1	7	2	4	7	21
Central	26	121	8	55	9	116	43	292
North Fourth	10	45	6	17	19	34	35	96
North Third			7	13	12	11	19	24
East Main	34	120	28	71	17	67	79	258
Mill	10	80	8	61	3	76	21	217
Texas	8	65	5	40	3	63	16	168
South Third	22	81	13	38	17	39	52	158
South Fifth	38	92	16	42	18	37	72	171
Franklin	2	10					2	10
West End	15	75	9	52	18	26	42	153
Woodside	16	68	14	16	2	12	32	96
	185	768	115	402	120	485	420	1664

2. Number of notices and of warnings served on truants and on parents:

1898-1899	1899-1900	1900-1901	Grand Total
36	29	42	107

3. Number convicted:

1898-1899	1899-1900	1900-1901	Grand Total
10	11	12	33

4. Number sent to the Reform School at Lancaster:

1898-1899	1899-1900	1900-1901	Grand Total
3	1	2	6

5. Number sent to Girls' Industrial School at Delaware:

1898-1899	1899-1900	1900-1901	Grand Total
	1	1	2

6. Number sent to Children's Home:

1898-1899	1899-1900	1900-1901	Grand Total
5	2	6	13

7 Number with sentence suspended on promise to attend school:

1898-1899	1899-1900	1900-1901	Grand Total
7	8	3	18

8. Number of pairs of shoes procured from township trustees:

1898-1899	1899-1900	1900-1901	Grand Total
150	170	65	385

9. Number of suits of clothes procured from township trustees:

1898-1899	1899-1900	1900-1901	Grand Total
20	30	18	68

10. One parent convicted for not sending child to school, fined twenty dollars and sent to jail for thirty days.

Report of the Principal of the High School.

F. Martin Townsend, Supt. of Schools:

I take pleasure in submitting a report of the High School for the past year. A retrospect shows much cause for satisfaction, as the work the past year has developed results which were planned a year and a half since.

As far as possible the work has been divided into special departments, and a teacher placed in charge who has been held responsible for the state of scholarship in his or her particular department. The results have justified the plan and the general tone of scholarship is much higher than before.

Five courses are offered, known respectively as: English, German, Latin, College Preparatory, and Commercial. An extended discussion of these courses is not necessary at this point as they can be readily ascertained by a glance at the Course of Study which appears elsewhere.

One of these, the Commercial, requires a more extended notice. It was designed to meet a crying need in our city, and its popularity is evidenced by the fact that it enrolls as many pupils as any other two courses. A large per cent. of these pupils are boys who otherwise would not be in our schools.

Excellent quarters have been provided for this department and graduates from it will be thoroughly equipped in the principles of Book-keeping, Commercial Arithmetic, Type-writing, Stenography, and Commercial Law. As a result, our pupils will go forth into the business houses of our city with a practical working knowledge, a state of affairs greatly to be desired.

As a result of inspections held from time to time the pupils are admitted to all colleges on presentation of certificates presented by us.

In the year 1900 one of our pupils, Walter Flory, was awarded the gold medal offered by The Sons of the Revolution for the best essay on The Work and Life of Samuel Adams. In this same contest Springfield, Ohio, stood second and Walnut Hills, Cincinnati, third.

Last Fall the Senior Class started a monthy magazine known as The Hetuck. This journal has been an unqualified success in every sense. It has brought our pupils into close touch with other schools in the United States, and nearly every state in the Union is represented on its list of exchanges. It holds a high place in comparison with like journals and has been the recipient of many compliments.

The attendance of the school has been steady. Our enrollment is not as large as could be expected in a city of Newark's size, but it is good when there is taken into consideration the calls for boys and girls to work in our factories and shops. In the line of discipline there has been little call for severe measures. A few misdemeanors have arisen the past year, but prompt action settled all cases which promised to be of a serious nature.

At the beginning of the current year the Reading Room was open to pupils each day, and all have availed themselves of the opportunity to post themselves on the events of the day as set forth in the leading magazines.

The result has been manifest in a general rise of knowledge which has shown itself in class room discussions and essays. The spirit of research has received an impulse which cannot fail to be productive of good.

LATIN.

The work in this line has been such as to win the unqualified approval of all the college faculties who have examined our course.

The work in the first year embraces a thorough drill in paradigms, rules of syntax, roots and derivations, while at the same time great care is taken to build up a working vocabulary.

Throughout the second year our classes pursue the study of Caesar, reading the first five books. In connection with this work the study of Latin Prose is taken up and careful drills are given in comparisons, indirect discourses, etc.

The work in the third year consists in the reading of seven orations of Cicero, together with continued work in Latin Prose. Virgil's Aeneid is begun towards the end of the year.

The critical study of Virgil is continued up to the close of the first semester of the fourth year. Six books of the Aeneid are read, and the scansion diction and mythology are carefully considered.

ENGLISH.

During the past two years great attention has been paid to the development of the English of our pupils; we have aimed at bringing them up to a higher point of excellence in all their written work, and at the same time a zealous effort has been made to instill a love for good literature. To this end the master-pieces of the English Language have been held constantly before them, and written reviews have been required on the books read. Our library has been of incalculable value to us in this work. A great deal of "trashy" fiction has been eliminated from the library, and better works substituted.

The result of this work has been seen in the display of thorough work in research, and extensive collaboration when subjects have been assigned.

In the study of the classics the requirements of the colleges have been followed year by year. The following works have been studied the

past year by the members of the different classes: The de Coverly Papers, Vicar of Wakefield, The Ancient Mariner, Silas Marner, The Princess, Enoch Arden, Merchant of Venice, Macaulay's Essay on Milton, Milton's minor poems, Julius Caesar, and several others.

A careful study of the history of American Literature is taken up in the twelfth year, and a careful study of the history and development of the English Language and Literature is taken in the eleventh year.

GERMAN.

The grammar and reader are carefully followed the first year. Joynes-Meissner's text is used and a beginning is made of colloquial German.

Colloquial work and composition work are continued through the second year, and Andersen's Marchen is read, together with easy German stories, etc.

Reading is continued through the third year along the line of Riehl's "Das Spielmannskind", Heyse's "L'Arrabiata", and Hauff's "Die Karawane".

Schiller's "Minna von Barnhelm" is read in the twelfth year, and a great deal of work is done in the way of sight translations.

SCIENCE.

PHYSIOLOGY: The work in this branch occupies the first semester of the ninth year. A great deal of demonstration is done with the microscope and the principles of hygiene are thoroughly studied.

PHYSICAL GEOGRAPHY: This branch occupies the first semester of the tenth year. Tarr's text is used as a basis of the work and the silt deposits around Newark are carefully studied. Our city is peculiarly fortunate in location for this study and frequent excursions are taken for the purpose of demonstration. Trips have been made to coal mines in neighboring counties, and our streams and valleys have been studied with great interest and profit.

BOTANY: This branch is pursued during the second semester of the tenth year. Bergen's text has been used as a basis of study. Plant structures have been studied with the aid of the microscope and the sections have been projected by means of the solar lantern, giving the best of opportunities for accurate and practical work. Each pupil has been required to analyze and mount 50 specimens obtained in the immediate neighborhood.

PHYSICS: The study of Physics was pursued with especial interest the past year, owing to the addition of the new physical cabinet. With this cabinet it is possible to illustrate all the important experiments in the subject. Connection of the water-wheel attachment with the city mains gives a ready motive power which has been used to great advantage. Several hundred experiments were performed with great success, among which were the following:

Savart wheel, siren, manometric flame, resonance and interference of sound; vibrations of strings, air-columns and plates; determination of latent heat of fusion of ice; determination of dew-point, study of steam engine, photometry with Rumford and Bunsen photometers; refraction,

lenses and mirrors; construction of miscroscope, telescope and camera; spectra of solids and vapors; dynamos of all forms, magneto-motor, electro-motor, incandescent and arc lights, telegraph, microphone, electrolysis, measurement of resistance, and many other epexriments too numerous to mention.

ZOOLOGY: The work in Zoology covered the subjects outlined in Needham's Lessons in Zoology. The class dissected insects, crawfish, earth-worm, river mussel, pond snail, catfish, sucker, perch, frog, turtle, snake, English sparrow, owl, rabbit, and star-fish. Considerable attention was given to observation of external features and habits of life. A number of specimens was obtained from the marine biological laboratories, among them being hydras, sponges and star-fish.

Microscopic examination was made of protozoa, and metazoa including slipper animalcules, hydra and sponges, and of chloragogne cells and sperms of the earth-worm, development by segmentation of the pond snail, and the appendages of many of the insects.

GEOLOGY: The same general plan was pursued as in the study of Physical Geography. Frequent excursions were made to study erosion, etc. Each member was required to collect and classify 100 specimens. Tarr's text was used as a basis for work.

ASTRONOMY: In the pursuit of this study the class enjoyed the advantage of the fine telescope which enabled them to study many of the beautiful features of the heavens. Star maps were made and the principal constellations were located.

CHEMISTRY: This study is elective and extends through the last year of the course. It has proven very popular and about one-half the Senior Class elected it the past year. The class was somewhat handicapped by the lack of space in the laboratory, but some excellent work was done. The pupils were taught the characteristics of various substances, their nature, occurrence, and the tests for them.

Excellent work was done in qualitative analysis. The interest displayed by the class was intense and the work was done in a manner both enthusiastic and thorough.

HISTORY.

A strong effort was made to realize the environment of the great characters in history and the scenes of their exploits by readings from the Stoddard lectures and similar books, and by the plentiful use of pictures. In English History, special attention was given to biography, the tracing of the growth of the British Nation, and the remote causes leading to the American Revolution.

CIVICS.

Special attention was given to local and state governments. The class visited various state institutions at Columbus, and also the legislature in session. Class discussions were held and frequent debates. Visits by the class were made to the State Supreme Court, also Circuit and Common Pleas Courts.

C. M. HUMES, Principal.

June 15, 1901.

Forty-Second Annual Graduation.

Auditorium, June 15, 1899, 8 P. M.

PROGRAMME.

"Chant of the Soul," (Mueller) ..... O. S. U. Quartette
Invocation..... The Rev. Frank Granstaff
"To the Bravest", (Mohring) ..... O. S. U. Quartette
"Dreams and Reveries" ..... Ethel Fern Hahn
"The Closing Century" ..... Will Taylor Youse
Medley of College Songs (Shepard)..... O. S. U. Quartette
"Back to Arcady"..... Clara Louise McDonald
"The Art of Putting Things" ..... Katherine Evans Suter
"The Pilgrim Mothers" ..... S. Guy Jones (excused.)
"Sweet and Low," (Barnby) ..... O S. U. Quartette
"The Brighter Side"..... Josephine Jean Seward
"Nature's Signs and Oracles" ..... Vida Shauck
"The Stars of Earth's Firmament"..... Della Grace Cochran
"A Legend of the Rhine," (Smart)..... O. S. U. Quartette
"The Boy: His Ups and Downs"..... Walter LeRoy Flory
"Gipsy Love Song," (Herbert) ..... Mr. Roach
Address to the Class ..... Supt. C. C. Miller, of Lima, Ohio
"Down on the Mississippi," (Shepard) ..... O. S. U. Quartette
Presentation of Diplomas....D. M. Keller, Vice-Pres. Board of Education
Serenade, (Kratz) ..... O. S. U. Quartette
Benediction.

Class Day, Tuesday Evening, June 13.

PROGRAMME.

PART I.

Chorus, "O'er the Silvery Sea, Herald Listen"..... Class
Invocation..... The Rev. Martin W. Acton
Salutatory ..... Myrtle Snider
Vocal Solo, "Cradle Song," (Harten)..... Mrs. Edw. A. Galbreath

Farce, "The Smoking Car," (William Dean Howells).

Characters:

Young Mother ..... Mabel S. Whitecamp
Roberts ..... Charles F. Graff
Campbell ..... Ralph I. Davis
Mrs. Roberts ..... Mary E. Guthridge
Mrs. Campbell ..... Iva A. Morgan
Brakeman ..... H. Burton Stewart

PART II.

Songs, "There, Little Girl, Don't Cry," (Harry B. Vincent); "Little Gypsy Sweetheart," (Victor Herbert).....Miss Elizabeth Evans
Poem, "The Problem Solved".....Alice Louise McMahon
Oration, "Nature in Literature,".....J. Albert Zartman
Prophecy .....Fay W. Criswell
Cornet solo .....William H. Reynolds
Seniors' Annual, edited by Minnie A. Braddock, Esther Veach, Anna S. Knuepfer.
Vocal solo, "Mein Liebster ist ein Weber," (Hildach).....Mrs. Edw. A. Galbreath
Farewell.....Charles H. Wells, President of the Class
Class Song ..... (Words by Minnie B. Hughes)
Music, Medley of School Songs.....Arranged by Miss Evans
Benediction .....The Rev. Wm. Acton

Graduates, Class of 1899.

LATIN.

Minnie A. Braddock,
Vida Shauck,
J. Albert Zartmann,
S. Guy Jones,
Clara Louise MacDonald,
Josephine Jean Seward,
Katherine Evans Suter,
Ross Hamilton,
Estella Myrtle Snider,
Walter LeRoy Flory,
Ruth Harvey Acton,
Iva Alice Morgan,
Della Grace Cochran,
Fay Wallace Criswell,
David J. Williams,
Ida Viola Henry,
Annabel W. Seward,
Ertel Beatrice Baugher,
Alice Louise McMahon,
Anna F. Ward,
Mary Estella Gutridge,
Harold S. Kemp,

GERMAN.

Minnie B. Hughes,- Mrs Hil Seppenott
Mary Peebles Elliott,
Mabel Elizabeth Whitecamp,
Anna Sibylla Knuepfer,
Esther Louise Veach,
Ethel Fern Hahn,
Charles Francis Graff.

ENGLISH.

Mayme Fordyce,
Charles H. Wells,
Ralph Ibbotson Davis,
Will Gaylord Youse,
H. Burson Stewart.

Forty-Third Annual Graduation.

June 14, 1900, 8 P. M., Auditorium.

Music by the Arion Quartette.

PROGRAMME.

Invocation .....The Rev. C. W. Sifferd
Music, "Breezes of Night," (Lamothe).
"The Advance of Education" .....Bernard Graham
"Vanity Fair".....Maude Johnson
"The Point of View".....Georgia Black
Music, "The Alphabet Shop," (arranged by Fr. Schmidt).
"The Red-Headed Girl: Her Trials and Triumphs"....Pearle McDermott
"A Year's Retrospect".....Arthur Gray
"The American Girl's Palette and Brush".....Julia Hall McCune,
"Recollections" .....Ada Follett,
Music, "Little Cotton Dolly," (Geibel).
"Neighborhood Types".....Daisy Katherine Burner
Music, "The Beetle and the Flower," (W. H. Veit).
Address to the Class.. .. Supt. F. Martin Townsend,
Presentation of Diplomas..Wm. Christian, President Board of Education
Music, "Reveries," (Storch).
Benediction .....The Rev. Michael Scleiffer

Class Day, June 12, 1900, 8 P. M.

PROGRAMME.

Class Song ....."Students' Lay"
Oration ..... Edna MacDonald,
History ....Henrietta Braunhold,
Piano solo .....Bessie Glenn,
Prophecy .....Mae Roessel and Ada Brooks
Will.....John Schrock
Journal .....Otta Ross and Neva Moore
Presentation of Memorial .....Bernard Graham
Acceptance .....D. M. Keller, Vice-Pres. Board of Education
Class Song, (Words by Jessie King).

Class of 1900.

COLLEGE PREPARATORY.

Ada Brooks,
Mary Fulton,
Bessie Glenn,
Grace Gorby,
Maude Johnson,
Edna MacDonald,
Neva Moore.
Otta Ross,
Bess Warrell,
Harold Bartholomew,
Frank Webb.

LATIN.

Daisy Burner,
Mary Jones,
Julia McCune,
Pearl McDermott,
Arthur Gray,
John Schrock.

GERMAN.

Bessie Boss,
Henrietta Braunhold,
Florence Daugherty,
Della Farabee,
Ethel Frye,
May Roessel,
Minnie Seiler.

ENGLISH.

Georgia Black,
Edith Blaisdell,
Ada Follett, - Mrs Frank Meinth
Florence Hart,
Jessie King,
Ada Leedale,
Claren O'Bannon,
May Shaw,
Lillian Franklin.
Hugh Frye,
Bernard Graham,
Lee Gutridge,
Ben Montgomery.

Forty-Fourth Annual Graduation.

Auditorium, June 13, 1901, 8 P. M.

Music by Prof. Appy's Orchestra.

PROGRAMME.

Overture, Jubel ..... Suppe
Invocation ..... The Rev. F. B. Nash
Music, Selection from Foxy Quiller ..... DeKoven
"Our Country" ..... Ada M. Odgers
"The True American Boy" ..... J. Garfield Hughes
"The True Aim of Charity" ..... Florence Parrish
Music, Tarantelle, Neapolitana ..... Bendix
"Theory vs. Practice" ..... Olive M. Norman
"The Drama—Ancient and Modern" ..... Carl S. Dayton
*"Influence of Woman in Music" ..... Mary Hester Neal
Music, Waltz Caprice—Fairy Whisper ..... Kutchmer
"Our Heritage" ..... Grace May Boyer
*"Via" ..... Ralph Banton Miller
Address to the Class ..... Supt. Jacob A. Shawan, Columbus, O.
Music, Selection from The Ameer ..... Herbert
Presentation of Diplomas ..... Wm. Christian, Pres. Board of Education
Benediction ..... The Rev. L. S. Boyce
March, The Belle of Pittsburg ..... Herbert

***First in Scholarship.**

Class Day, 1901.

PROGRAMME.

Double Quartette—Springtime ....Strauss-Palmer
Leonard Graham, J. Garfield Hughes, Carl S. Dayton, Roy L. Hartshorn, Shirley Parke Pitser, Mary Claire Prior, Ada M. Odgers, Beatrice Nell Tracy.

Greeting ....Mary Claire Prior

Class Poem ....Roy L. Hartshorn

Violin solo ....Bertha Moore

Oration—Popularity ....Florence Aline Grove

Class Journal..... ....
Amy Carew Franklin, Shirley Parke Pitser, Lucile Helen Harrington

Songs—(a) Lullabye (DeKoven) (b) Summertime (Bourgoin.....
....Miss Metcalf

Last Will and Testament .....Howard Brillhart

Au Revoir .....Lulu J. Lane

Presentation of Memorial.....Class President, Ralph B. Miller

Class Song .....Words by Cora B. Duncan, Music by Logan H. Frye

Graduates, Class of 1901.

COLLEGE PREPARATORY.

Donald L. Galbreath,
Richard J. Owen,
Ada M. Odgers,
Wilfred R. Owen,

ENGLISH.

Mabel C. Burke,
Logan H. Frye,
Lucile Helen Harrington,
Bertha Moore,
Edwin F. Stewart,
Ada May White,
Amy Carew Franklin,
Leonard Graham,
Lulu J. Lane.
Mary Claire Prior,
Linnie Stewart,
Minnie M. Whitehead.

GERMAN.

Oren J. Anderson,
Cora B. Duncan ,
Anna Louise Graff,
Winifred T. Jones,
Shirley Parke Pitser,
Jennie Mae Coole,
Ella Mae Everts,
Anna M. Horchler,
Olive M. Norman,
Amy Cordelia Rossin,
Beatrice Nell Tracy.

LATIN.

Jessie M. Bartholomew,
Howard E. Brillhart,
Florence Aline Grove,
Mary Crossley Hall,
Norval A. Kennett,
Ralph Banton Miller,
Florence Parrish,
Grace May Boyer,
Carl S. Dayton,
Roy L. Hartshorn,
J. Garfield Hughes,
Fred Metz,
Mary Hester Neal,
Harry D. Pigg.

Report of the Director of the Commercial Department.

F. Martin Townsend, Supt. Newark Public Schools:

Dear Sir:—The Commercial Course has been running for two years and during the entire time the interest has been steadily increasing, with an average attendance for the year just past of 49. It is, indeed, not only one of the most interesting, but one of the most beneficial of our High School courses. In planning the work of this course we have had in mind two important objects. We have desired to make the course of such a grade that it would give, to those who graduated from it, a thorough understanding of the technical subjects necessary for the competent book-keeper and stenographer. We have also introduced into the course a number of other subjects, which, while they do not have such a direct bearing on commercial work, will give the pupil an oportunity to have a somewhat broader information; believing that it is difficult for pupils to succeed, in this age of advanced thought, without a more liberal education than the ordinary commercial branches will give.

BOOK-KEEPING: In the subject of Book-keeping we begin with the simple transactions that are met with in business life and study them thoroughly, making out all the papers that go with them, as well as the entry in the proper books. This work is continued during the first year, constantly introducing new and more difficult transactions, until the pupil is fully acquainted with the papers and records that are to be used in the ordinary wholesale and retail business. The business is conducted by the pupil who acts as book-keeper for the proprietor, and afterwards for a simple partnership of two or three members. We also take up accounts that pertain to the commission business, during this year. The work is supplemented by numerous quizzes and tests so that the pupil is given every opportunity to get the work. The work is continued in the second year, the class taking up the study of the more difficult sets concerning corporations, department stores and banking. During the last half of the fourth, or senior year, there will be given a course of actual practice in the offices. It is given, not only as a review of past work, but to throw the pupil on his own responsibility, the same as if he were working in an office. The points aimed at will be neatness and accuracy.

STENOGRAPHY AND TYPE-WRITING: In the second year we take up the study of Stenography and Type-writing. We take the principles as given by Kimball in his "Business Shorthand," learning at the same time many useful word and phrase signs. This work is continued during the entire second year until all the principles have been mastered, then we take up the writing of simple business letters. During the third year our entire time will be given to dictation of all kinds, aiming to get the

pupil acquainted, in some measure, with the different kinds of matter that he may be called upon to use in actual practice. We shall also endeavor to attain a good rate of speed in Stenography, which can yet be read rapidly and accurately. The work on the type-writer will be mostly that of transcribing the shorthand notes. We shall aim at accuracy first; then speed.

WRITING: One hour per day will be given to the subject of writing during the first year. The importance of this subject cannot be overestimated. It is absolutely essential to nice work in Book-keeping and the movement will greatly aid the stenographer in taking notes rapidly.

The other subjects will be such as are ordinarily taught in a complete course, and I need not take space here to describe each one. They can be found in the Course of Study.

In order that this work may be carried out to the full extent of the outline, it will be necessary to have the equipment. I would recommend that the entire department be fitted up with the regular commercial desks, thus giving an opportunity for the use of all book-keeping material; that a separate room be fitted up for the type-writers, and several machines added to those already in use; and that a room be equipped with such offices as I may designate, for the use of the Seniors in their final office-practice work. Without tools it is impossible for a workman to do anything, and so without equipment I shall be unable to give the pupils all the advantages that an up-to-date commercial course should give them.

Respectfully submitted,

FRED H. OTTMAN,

June 15, 1901. Director of Commercial Dep't.

(Note.—At the opening of school, in September, 1901, the Commercial Department enrolled about 90 students, of whom 50 are in the beginning class.)

Report of the Supervisor of Drawing.

F. M. Townsend, Supt. of Public Schools:

Dear Sir:—I herewith hand you my report.

Drawing was first made a special study in the Newark Public Schools in September, 1892, and since that time it has been under my direction.

Exhibits of work by our pupils have been made at three Ohio Teachers' Associations, at several County Institutes, at the Elks' Fair at Newark two years ago, twice at the Ohio State Fair, and a week at the Central School Building last June. The comments by the press and the visitors have been most favorable.

Interest and appreciation of this subject on the part of the pupils and the public have steadily increased.

During the past thirty years the importance of Drawing as a part of the education of American youth has gradually impressed itself upon the public mind, until now there are but few cities in whose public schools Drawing is not taught. Private and public art classes and art schools have multiplied tenfold.

The first great impetus given to Drawing in American public schools came from a request made by the employers of skilled labor in the factories of Masachusetts that industrial art be taught in the public schools of that state, to the end that American boys and girls might become better skilled workmen after leaving school. The manufacturers of the eastern states found it necessary to import almost all their skilled labor from European countries, whose public and technical schools taught industrial art. Thus a great defect in the American schools became apparent.

Replying to the request of the manufacturers the Legislature of Massachusetts created a department of industrial art in their school system, and employed Walter Smith, a past-master of England's great industrial art school at South Kensington, to direct the work of this new department. For many years Mr. Smith received $5000 per year, and a royalty on his books, for his services, and the state and country at large received a handsome return for the money invested.

During the past ten to fifteen years there has been a general tendency on the part of many teachers to lose sight of the original industrial art idea, and to drift largely to the picture making line of work. A course in Drawing for public schools should be so arranged that it will be of use to the general public. It should not be constructed to meet the needs or desires of one or two classes of people, but to be of greatest good to the largest number interested.

Drawing in public schools is restricted very much by public school environments. Profitable work in Drawing from cast, pose, still life, etc., is almost impossible in the ordinary schoolroom, with its very bad light for art work, classes of from thirty to sixty pupils, and lesson periods of from only fifteen to thirty minutes.

It has been the aim of the Director of Drawing in the Newark schools to keep close to the original idea for which Drawing was given a place in public schools, and which is clearly the correct one. The better equipment of our young people to fill the best positions requiring skilled workmanship is a leading thought in arranging the course of Drawing for our schools. In planning the course of Drawing in use here, the fact that the great industrial art of all time is based on a knowledge of type

forms, color, and of geometry, has been constantly in mind. Another fact has also been kept in mind, namely: that good general drawing and a knowledge of art principles should be a part of all courses of Drawing. And when essential things have been well taught in the limited time allotted to Drawing, but little, if any, more can be accomplished.

I must express appreciation of the cordial support received from yourself, and the faithful assistance rendered by the grade teachers.

Respectfully,
F. G. STEELE.

June 15, 1901.

Report of the Librarian.

Supt. F. Martin Townsend, President of the Library Board:

Dear Sir:—Since the last triennial report, our Library has grown considerably. From about 1500 volumes we have now 2120. The number of periodicals has increased from 2 to 25. The Library is open every school day, and is used as a reference and reading room for the benefit of the High School pupils. The number of pupils who made use of the Reading Room for the past two years up to May 1 was 3119. One hundred and ten new pupils began to draw out books this year. The number of books issued for the past two years up to May 1, was 6790. This does not include reference books, no record being kept of them. While there is still a demand for fiction, books of history, travel, and biography are used by the students more than they have ever been before. No new books have been bought for the Library this year, but twenty books have been given to it. Some of the books, especially the juvenile ones, are nearly worn out; but considering the constant use they have had for almost four years, they have been handled carefully. Three books have been lost, and two of them paid for. Seven books have been rebound. The fines for delinquent books for the past two years amounted to ten dollars and thirty-five cents ($10.35). To the Board of Education, Superintendent, teachers and pupils, I desire to return thanks for the kindness and support I have received from them in my work.

ELEANOR AVERY, Librarian.

May 1, 1901.

Duties and Directions,

Specified by the Superintendent.

The Principals

Receive and summarize the monthly reports of the teachers, and transmit the summaries to the Superintendent.

See that teachers fulfill their duties in matters of oversight and discipline, and faithfully follow the authorized programmes and courses of study.

Exercise such authority as the Superintendent may delegate to them in the oversight of instruction, exhibitions, examinations, promotions, transfers and assignments.

Collect and transmit to the Superintendent at the end of the second, fifth, and eighth school month, lists of the pupils in attendance at each room of their buildings, with age, father's (or mother's) name, and address, of each pupil.

Have the name of the teacher and the grade kept on a card affixed to the entrance of each school room.

See that halls and rooms are sufficiently warmed and ventilated; the temperature of assembly and recitation rooms to be 72 degrees, Fahrenheit, during the months of artificial heat, while the pupils are in attendance.

Oversee discipline in the halls, assign teachers to monitor duties, and assure complete order in the coming and going of pupils.

Arrange the order for outdoor or basement recesses.

Decide cases of discipline referred to them by teachers, subject to appeal to the Superintendent; the Principals alone to advise suspension, in such event sending a complete statement at once to the Superintendent.

Report to the Superintendent subjects of criticisms and inquiry, and confer with him in their regard.

Attend all meetings of teachers having reference to the work of the several grades represented in their buildings.

Act as aids to the Superintendent when so notified, in transmitting special orders and announcements to teachers and securing their observance.

Arrange assignments of pupils in accord with directions from the Superintendent.

Have general oversight of the work of janitors in their respective buildings.

Receive all notes and messages for pupils, and use their discretion about their delivery.

Permit pupils to call at school rooms for other pupils only with their sanction.

In the absence of the Superintendent are commanding officers of their buildings, and when on duty under such circumstances in times of urgency, may act on their own responsibility, reporting such procedures, if important, to the Superintendent as soon as practicable.

Notify the Superintendent, or office clerk, in case of the absence of a teacher, and if time permits get advice as to the employment of a substitute; in extreme urgency detail the training teacher, if one is at hand, to such substitute duty temporarily.

Have occasional fire drills.

Issue requisitions for supplies, and text-books for indigent pupils.

See that the flags are hoisted on national holidays, and on other anniversaries as may be designated.

Exclude pupils suspected of having contagious diseases, or of being exposed to them, till they bring physicians' certificates declaring them out of danger.

Permit no advertising matter to be circulated on the school grounds. nor business announcements to be made to the pupils indoors, unless with the sanction of the Superintendent.

Observe also the duties of teachers, when acting in both capacities.

Report to the Clerk all non-resident pupils subject to the payment of tuition.

Report to the Superintendent at the close of each school year the number of each kind of text books issued to indigent pupils, to be kept in storage for the summer.

See that all pupils go out at recess, except when sickness or other excuse equally urgent is sufficient reason for their remaining indoors.

Send to the Superintendent at the close of each year the grade standings of pupils in each room, on the regular blanks prepared for the purpose.

See that the special large certificates are given to all pupils promoted from the Eighth Grade, entitling them to admission to the High School.

The Teachers

Have charge of the instruction, study, and discipline of the pupils in their rooms, in accordance with the approved courses of study, methods and organization, subject to the direction and inspection of the Superintendent, and to such oversight as is required of the Principals.

Do not introduce subjects of study different from, or in addition to, those officially sanctioned by the Board of Education.

Observe the prescribed hours of attendance; also such monitor duties as the Principals may assign with the Superintendent's approval.

Attend all meetings and conferences appointed for them by the Superintendent; giving notice with reason of necessary absence; and in other cases of non-attendance securing beforehand the Superintendent's permission.

Keep the regular records of attendance and of scholarship, furnishing a complete summary of the former to the Principal of the building monthly, as directed; and sending a complete copy of the latter to the Superintendent for filing at the close of each year.

Enforce the proper positions prescribed for pupils in desk-work and recitations.

Aim loyally to work faithfully under direction, and not independently, of the administration of the schools, sharing as factors in the unity of action necessary to their best operation.

Have regard to defects in the eyesight or hearing of any pupils, and seat them accordingly.

Keep records of all books loaned to pupils, and require their return in case of withdrawal; otherwise, at the close of the school year.

Hold weekly inspections of the conditions of desks, seats, walls, books and other belongings of the school, reporting promptly to their Principal all instances of damage.

Attend carefully to the temperature and ventilation of their rooms, avoiding draughts and extremes of heat and cold; opening windows by lowering the upper sashes rather than by raising the lower ones, when practicable, except at recess and in times of excessive heat.

Require their pupils to provide themselves with the prescribed text-books, and such blank-books, pens, pencils, slates, and paper, as may be needed.

Report to their Principals all suspected cases of contagious diseases.

Issue monthly reports to parents of the standing of their pupils.

Report to their Principals at the close of each school year the names of such of their pupils as merit promotion, in their judgment.

Absent themselves from school only with the Superintendent's permission, except for illness. In case of protracted "absence on leave," such permission is to be obtained from the Board of Education.

Devote themselves faithfully, and during school hours exclusively, to the duties of their position; in all respects giving their best skill and service to the advancement of their pupils.

Remain with all pupils they detain after school, observing the rule forbidding such detention at noontime, and not keeping pupils longer than a half hour after the second session.

Require excuses from parents or guardians for all absences of pupils, reporting to the Truant Officer such as are unsatisfactory or not forthcoming.

Do not consult with agents during school hours.

Do not entertain visitors to the neglect of the pupils.

Do not permit pupils to leave their room while the special teachers are giving oral instructions or directions, except in case of undoubted necessity.

See that the pupils perform the work assigned by the special teachers.

Assist the special teachers in attending to individual oversight.

Cover the sets of supplementary books when received; allow pupils to have them only at the time of their regular use; do not allow them to be taken home; inspect them frequently, to detect any misuse of them, and see that the pupils using them have clean hands.

Allow pupils to leave the room, for urgent cause, on request; but such as abuse the privilege may be put on the list of "suspects," and made to redeem lost time.

Keep a brief outline, or syllabus, of the topics taught, and the work accomplished, in each subject, each month.

Notify the Superintendent promptly of a change in residence (street and number).

Do not use supplementary books or special reading books assigned to other teachers without the permission of the Superintendent.

Elementary and Preparatory Departments.

Course of Study Outlined by Grades.

FIRST GRADE.

READING—From the board, supplementary primers, and First Reader.

WRITING—From the board, and from copy-book.

ARITHMETIC—Identification of figures, and application of them to expressions of quantity. The four processes, involving a knowledge of numbers to ten. Board, slate, and oral work.

MUSIC—Rote songs.

DRAWING.

SPELLING—Words selected by teacher; also use of phonics when helpful.

PHYSICAL CULTURE.

SECOND GRADE.

READING—Second Reader and selected supplementary reading.

SPELLING—Words from lists kept by teachers; text-book.

WRITING—Copy-book, and practice on paper and slate.

ARITHMETIC—Text-book in oral arithmetic. Multiplication table through 9x9. Addition of two columns. Finding difference with two columns. Multiplication of two figures by one. Short Division, two figures by one. Ratio of integers.

COMPOSITION—Oral and written, simple sentences, each on separate line.

MUSIC—Rote songs.

DRAWING.

PHYSICAL CULTURE.

THIRD GRADE.

READING—Third Reader, and selected supplementary reading.

WRITING—Copy-book, and practice paper. Ink.

SPELLING—Text-book, and teacher's list. Dictation.

ARITHMETIC—Text-book. Addition of three columns. Difference between quantities of three figures. Multiplication of three figures by one, and two figures by two. Short Division, divisor one figure, quotient two or three. Ratio of integers.

COMPOSITION—Oral and written. Paragraphs.

MUSIC—First Reader.

DRAWING—Book One. (Prang.)

PHYSIOLOGY—Oral.

ELEMENTARY SCIENCE—Oral.

PHYSICAL CULTURE.

FOURTH GRADE.

READING—Fourth Reader, and selected supplementary reading.

WRITING—Copy-book and practice paper.

SPELLING—Text-book, pupil's list, teacher's list. Dictation.

ARITHMETIC—Text-book. Round-up of first principles. Long Division. Carrying. Ratio of integers. Common tables of Denominate Numbers.

COMPOSITION—Oral and written.

LANGUAGE—Text-book. Easy sentence structure. Errors of diction.

GEOGRAPHY—Text-book. Physical features of the world. Supplementary reading.

MUSIC—Second Reader.

DRAWING—Book Two. (Prang.)

PHYSIOLOGY—Oral.

ELEMENTARY SCIENCE—Oral, and special reading.

MORALS AND MANNERS—Oral, and special reading.

PHYSICAL CULTURE.

FIFTH GRADE.

READING—Fourth Reader, and selected supplementary reading.

WRITING—Copy-book, and practice paper.

SPELLING—Text-book, pupils' lists, teacher's list. Dictation.

ARITHMETIC—Text-book. Common Fractions, Decimals, computing money, tables of Denominate Numbers, ratios of fractions; reviews of the four elementary processes.

COMPOSITION—Oral and written.

LANGUAGE—Text-book. Subject and predicate; punctuation; capitals; paragraphs; objects; adjective and adverbial modifiers. (The uses of these things practically taught, without technical language.)

GEOGRAPHY—Text-book. The United States. Supplementary reading.

HISTORY—Text-book. Study by topics. Supplementary reading.

MUSIC—Third Reader.

DRAWING—Thompson's, No. 5.

PHYSIOLOGY—Oral and written.

ELEMENTARY SCIENCE—Talks by the teacher, special reading, investigations by pupils, writing.

MORALS AND MANNERS—Talks by the teacher, special reading, practice training, writing.

PHYSICAL CULTURE.

SIXTH GRADE.

READING—Selected supplementary books.

WRITING—Copy-book and social forms.

SPELLING—Text-book, and selected lists. Dictation.

ARITHMETIC——Text-books. Denominate Numbers. Percentage. Review of work in previous grades.

COMPOSITION—Oral and written.

LANGUAGE—Text-book completed and reviewed. Common errors of diction.

GEOGRAPHY—Text-book. Canada, Mexico, South America, and review of United States, with new possessions and Cuba.

HISTORY—Text-book. Study by topics.

MUSIC—Fourth Reader.

DRAWING—Thompson's, No. 6.

PHYSIOLOGY—Oral and written.

ELEMENTARY SCIENCE—Talks by the teacher; easy experiments; special reading; writing.

MORALS AND MANNERS—Talks by the teacher; special reading; practice.

PHYSICAL CULTURE.

SEVENTH GRADE.

READING—Selected supplementary books. Pronunciation and enunciation.

WRITING—Copy-book, social and business forms, and letters.

SPELLING—Text-book and selected lists. Dictation.

ARITHMETIC—Text-books. Interest and its applications. Square Root. Mensuration. Review of work of preceding grades.

COMPOSITION—Oral and written.

LANGUAGE—Text-book in Grammar. Analysis of sentences. Diction.

GEOGRAPHY—Text-book. Europe. Review of N orth America.

HISTORY—Text-book. From beginning, to close of the Revolution.

MUSIC—Fifth Reader.

DRAWING—Thompson's, No. 7.

PHYSIOLOGY—Oral and written.

ELEMENTARY SCIENCE—Talks by the teacher; easy experiments; observation of natural phenomena; special reading; practice.

MORALS AND MANNERS—Talks by the teacher; special reading; practice.

PHYSICAL CULTURE.

EIGHTH GRADE.

READING—Selected supplementary books. Pronunciation and enunciation.

WRITING—Copy-book, social and business forms, and letters

SPELLING—Text-book and selected lists. Dictation.

ARITHMETIC—Text-book. Application of Percentage and Interest. Cube Root. Mensuration. Construction work in geometrical form. Review of essentials.

COMPOSITION—Oral and written.

LANGUAGE—Text-book in Grammar. Parts of speech. Conjugation and declension. Diction. Etymology.

GEOGRAPHY—Text-book. Asia, Africa, Australia, and East Indies. Review of essentials.

HISTORY—Text-book. From adoption of the Constitution to the present.

MUSIC—Fifth Reader.

ELEMENTARY SCIENCE—Talks and simple experiments.

DRAWING—Thompson's, No. 8.

PHYSIOLOGY—Oral and written.

MORALS AND MANNERS—Talks on topics, and selected reading. Practice.

PHYSICAL CULTURE.

Time Table.

(Showing the approximate number of minutes per week given to the subjects of study in each grade below the High School.)

	1	2	3	4	5	6	7	8
Arithmetic	225	275	375	350	375	275	255	250
Composition	125	150	150	75	100	100	175	150
Drawing	75	75	100	100	100	100	125	100
Geography	...	...	...	225	200	100	150	150
Grammar	...	...	...	...	...	...	125	150
History	...	...	...	...	225	250	150	200
Language	75	90	175	75	75	75	...	...
Music	75	75	75	75	75	75	75	75
Reading	275	275	200	200	125	125	120	100
Spelling	125	150	100	50	75	150	50	150
Writing	75	75	75	75	75	100	75	75
Special Reading	75	50	50	75	75	75	45	75
Physiology	25	25	25	25	25	25	30	30
Morals and Manners	25	25	25	25	25	25	25	25

(Note—The time for some subjects includes study or desk work by one section, while another is reciting. The time for morals and manners and physiology is a portion of the special reading period in several grades. An inspection of the programmes given herewith will show better the actual dispostion of time.)

Programmes.

First Grade.

A. M., 8:30-11. P. M. 1-3.

From	Subject.	Length.	To
8:30	Opening, with singing	10m	8:40
8:40	Teacher's Talk (story, physiology, nature study, manners)	15m	8:55
8:55	Development Reading, Group A. Groups B and C review reading.	15m	9:10
9:10	Development Reading, Group B. Group A, written work in sentence study. Group C, written numbers.	15m	9:25
9:25	Physical Culture	5m	9:30
9:30	Development Reading, Group C. Groups A and B, written numbers.	15m	9:45
9:45	Sense Training	15m	10:00
10:00	Recess	15m	10:15
10:15	Miscellaneous	15m	10:30
10:30	Expression Reading, Group A. Groups B, C, written work in sentence study.	15m	10:45
10:45	Oral Numbers	15m	11:00

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1 00	Singing	5m	1:05
1:05	Oral Composition, reproduced on board by teacher	10m	1:15
1:15	Copying Composition	15m	1:30
1:30	Expression Reading, Group B. Group A, review reading. Group C, study spelling.	15m	1:45
1:45	Expression Reading, Group C. Groups A and B, study spelling.	15m	2:00
2:00	Recess	15m	2:15
2:15	Music	15m	2:30
2:30	Physical Culture	5m	2:35
2:35	Rapid Reading Review	10m	2:45
2:45	Drawing	15m	3:00

Third Grade.

A. M., 8:30-11:15. P. M., 1-3:15.

From	Subject.	Length.	To
8:30	Singing and Special Reading	15m.	8:45
8:45	Oral Arithmetic	20m.	9:05
9:05	Written Arithmetic	25m.	9:30
9:30	Expression Reading, A Study Language, B.	20m.	9:50
9:50	Oral Spelling	10m.	10:00
10:00	Recess	15m.	10:15
10:15	Writing	15m.	10:30
10:30	Expression Reading, B.... Study Language, A.	20m.	10:50
10:50	Written Spelling	10m.	11:00
11:00	Language Recitation	15m.	11:15
1:00	Oral Number	15m.	1:15
1:15	Written Number	15m.	1:30
1:30	Music	15m.	1:45
1:45	Oral Composition	15m.	2:00
2:00	Recess	15m.	2:15
2:15	Written Composition	15m.	2:30
2:30	Supplementary Reading, or Reading Review	20m.	2:50
2:50	Physical Culture	5m.	2:55
2:55	Drawing	20m.	3:15

(Physical Culture at other times, also, at Teacher's discretion.)
(Sometimes, at 2:30, have compositions read by pupils.)

Fourth Grade.

A. M., 8:30-11:15. P. M., 1--3:15.

From	Subject.	Length.	To
8:30	Opening, (special reading or singing)	10m	8:40
8:40	Oral Arithmetic	20m	9:00
9:00	Oral Arithmetic (written expression)	20m	9:20
9:20	Expression Reading, A. Study of Geography, B.	20m	9:40
9:40	Expression Reading, B. Study of Geography, A.	20m	10:00
10:00	Recess	15m	10:15
10:15	Music	15m	10:30
10:30	Geography	25m	10:55
10:55	Drawing	20m	11:15
1:00	Oral Number	15m	1:15
1:15	Written Number	15m	1:30
1:30	Supplementary Reading	20m	1:50
1:50	Oral Spelling	10m	2:00
2:00	Recess	15m	2:15
2:15	Writing	15m	2:30
2:30	Oral Language, or Oral Composition	15m	2:45
2:45	Written Language, or Written Composition, or Dictation	15m	3:00
3:00	Special Period, (Physical Culture, Physiology, or Special Reading)	15m	3:15

Fourth Grade.

A. M., 8:30-11:15. P. M., 1--3:15.

From	Subject.	Length.	To
8:30	Opening, (special reading or singing)	10m	8:40
8:40	Oral Arithmetic	20m	9:00
9:00	Oral Arithmetic (written expression)	20m	9:20
9:20	Expression Reading, A	20m	9:40
	Study of Geography, B.		
9:40	Expression Reading, B	20m	10:00
	Study of Geography, A.		
10:00	Recess	15m	10:15
10:15	Music	15m	10:30
10:30	Geography	25m	10:55
10:55	Drawing	20m	11:15

1:00	Oral Number	15m	1:15
1:15	Written Number	15m	1:30
1:30	Supplementary Reading	20m	1:50
1:50	Oral Spelling	10m	2:00
2:00	Recess	15m	2:15
2:15	Writing	15m	2:30
2:30	Oral Language, or Oral Composition	15m	2:45
2:45	Written Language, or Written Composition, or Dictation	15m	3:00
3:00	Special Period, (Physical Culture, Physiology, or Special Reading)	15m	3:15

Fifth Grade.

A. M., 8:30-11:30. P. M., 1-3:30.

From	Subject.	Length.	To
8:30	Opening, (singing, special reading, or talk)	15m	8:45
8:45	Oral Arithmetic	25m	9:10
9:10	Oral Arithmetic, (written expression)	20m	9:30
9:30	Music	15m	9:45
9:45	Oral Spelling	15m	10:00
10:00	Writing	15m	10:15
10:15	Recess	15m	10:30
10:30	Geography, A. Study History, B.	20m	10:50
10:50	Geography, B Study History, A.	20m	11:10
11:10	Drawing	20m	11:30
1:00	Oral Number	15m	1:15
1:15	Written Number	15m	1:30
1:30	History	25m	1:55
1:55	Study Geography	20m	2:15
2:15	Recess	15m	2:30
2:30	Oral Language or Composition	15m	2:45
2:45	Written Language or Composition or Dictation	20m	3:05
3:05	Reading	25m	3 30

(Physical Exercises at any time at Teacher's discretion.)

(Home work may comprise Language, Spelling, Drawing, Composition, Arithmetic, Geography, as assigned by Teacher, but not more than two subjects at one time, to be announced at close of school.)

Sixth Grade.

A. M., 8:30-11:30. P. M., 1-3:30.

From	Subject.	Length.	To
8:30	Opening, (singing, special reading, talk)	15m	8:45
8:45	Oral Arithmetic	25m	9:10
9:10	Written Arithmetic	30m	9:40
9:40	Music	15m	9:55
9:55	Writing	20m	10:15
10:15	Recess	15m	10:30
10:30	Geography A (study history, B)	20m	10:50
10:50	Geography B (study History, A)	10m	11:10
11:10	Drawing	20m	11:30
1:00	Oral Spelling	15m	1:15
1:15	Written Spelling or Dictation	15m	1:30
1:30	History	30m	2:00
2:00	Special Period (study, or inspection of papers)	15m	2:15
2:15	Recess	15m	2:30
2:30	Oral Language, or Composition	15m	2:45
2:45	Written Language, or Composition	20m	3:05
3:05	Reading	25m	3:30

(Physical Exercises at any time at discretion of Teacher.)

(Home Studies: Composition, Drawing, Spelling, Language, Arithmetic, History, Geography, as assigned by Teacher at the close of school, but not more than two subjects at a time, as a rule.)

Seventh Grade.

A. M., 8:30-11:30. P. M., 1-3:30.

From	Subject.	Length.	To
8:30	Opening	5m	8:35
8:35	Oral Arithmetic	25m	9:00
9:00	Written Arithmetic	20m	9:20
9:20	History	30m	9:50
9:50	Drawing	25m	10:15
10:15	Recess	15m	10:30
10:30	Music	15m	10:45
10:45	Geography	30m	11:15
11:15	Dictation	15m	11:30

1:00	Grammar	25m	1:25
1:25	Writing	15m	1:40
1:40	Oral and Written Composition	35m	2:15
2:15	Recess	15m	2:30
2:30	Reading or Physiology	30m	3:00
3:00	Physical Culture	5m	3:05
3:05	Oral Spelling	10m	3:15
3:15	Special Reading, or Rapid Number Review	15m	3:30

(Home Studies: Arithmetic, History, Grammar, Geography.)

Eighth Grade.

A. M., 8:30-11:30. P. M., 1-3:30.

From	Subject.	Length.	To
8:30	Opening, (special reading, or talk)	15m	8:45
8:45	Oral Arithmetic	25m	9:10
9:10	Written Arithmetic	25m	9:35
9:35	Music	15m	9:50
9:50	Oral Spelling or Dictation	10m	10:00
10:00	Writing, (letters, commercial and social forms)	15m	10:15
10:15	Recess	15m	10:30
10:30	History	40m	11:10
11:10	Drawing	20m	11:30
1:00	Geography	30m	1:30
1:30	Grammar	30m	2:00
2:00	Special Period	15m	2:15
2:15	Recess	15m	2:30
2:30	Thought Expression, (dictation or composition)	30m	3:00
3:00	Study Period (and inspection of work)	30m	3:30

(Physical Culture any time at Teacher's discretion.)
(Home Work: History, Algebra, Grammar, Spelling, Reading, as announced by Teacher at close of school, two subjects at a time.)

The Course of Study.

(Outlined and Detailed by Subjects.)

Reading.

Good oral reading is the vivid expression of thought, with suitable modulations of voice, correct pronunciation, and clear enunciation. These essentials are always to be secured in teaching, so far as possible. It is truly urged that if a pupil has a clear conception of the thought and an interest in its expression, he will read with suitable emphasis and inflection. To many pupils the thought is dimly conveyed, owing to lack of full appreciation of the meaning of the words. It is therefore necessary in the lower grades to have development work in each selection. Talks about the subject matter, pronunciation and definition of new words, oral synopses of the theme, and other pertinent explanations are useful preliminary to expression reading. Speech is artificial, and at best a crude presentation of thought. When we speak with animation, from a desire to impress our meaning on our auditors, we naturally utter our words in groups, with a slight pause after each group in a sentence. Training the pupils to discern the groups in each sentence to be read, with the suitable rhetorical pause after each, will promote proper expression. This grouping, incorrectly termed "phrasing" by some writers on methods, is apparent from a consideration of the well-known line, "The curfew tolls the knell of parting day; the lowing herd winds slowly o'er the lea." If this sentence be written with each natural group on a separate line, or with a separating line after each, it will appear:

The curfew
tolls the knell
of parting day;
the lowing herd
winds slowly
o'er the lea.

Or: The curfew | tolls the knell | of parting day; | the lowing herd | winds slowly | o'er the lea. |

Read as suggested, the expression will appear plainly and intelligibly. In the Elementary Grades there should be frequent exercise in this method, the pupils naming the groups and the

Teacher writing them on the board, using the first arrangement in the First Grade, and the second in the others. The division lines should be marked with colored crayon. A paragraph, or several difficult sentences, can be treated this way, followed by the oral reading of them by such of the pupils as particularly need the drill. When extracts from the reading lesson are copied on paper, the groups can be marked as in the second form. Like every good method, this one will be found successful just in proportion as the Teacher uses it determinedly and so long as necessary.

The mere calling of words should not be accepted as a substitute for true reading. It is desirable that pupils read in clear, low-pitched tones, quite free from the nasal quality so prevalent. The Teachers should be fine readers, as an example to the pupils, and that they may better know the proper results to secure. While it is not to be desired that the pupils imitate the Teachers in reading, yet they should often hear good reading by the Teachers as an inspiration to themselves. Review reading of selections sho ld be frequent. Pupils should occasionally read aloud their own compositions, and sometimes those of each other. Usually the Teacher should not have the book in hand, that she can the better judge if the pupils read intelligibly. Often, too, the pupils should practice listening to each other with closed books. A pupil when reading should stand so that he faces the class as far as possible, sometimes coming to the front of the room, as when speaking a piece. It is better that the reader be not interrupted; corrections and suggestions can be made afterwards. The supplementary books should be used mainly for thought-getting, and sometimes be read from at sight, other times after silent preparation. . The text-books in reading are to be the basis for the development work and expression exercises.

The benefits sought from oral reading are these; expression, correct pronunciation, easy enunciation, voice culture, and confidence in speaking. The speech of the children should be improved by their reading. Silent reading and sight reading are for the getting of thought mainly. It should be borne in mind that the leading objects of reading vary in different grades. In the Elementary Grades, learning to read as an art is the main purpose; thought getting is secondary. In the Preparatory Grades, the getting of knowledge and food for thought is the leading feature, with the art of reading per se secondary. In high schools and colleges, reading is almost entirely for knowledge and culture; though here, as in the study of literature, the nicer distinctions of expression should be sought.

To begin with, a child must be taught to recognize several hundred words in print and script, so that he can write them,

pronounce them, and realize their meaning. All primers deal with substantially the same set of words, such as interpret the knowledge and experience of the ordinary child of five and six years. After completing his primer, or in connection with it, he reads other primers as supplementary to his text-book, so as to become very familiar with his vocabulary in the many combinations. Thenceforward, through the First, Second, and Third Readers particularly, he is enlarging his vocabulary in a carefully graded way. Each new word is presented just when it is time for him to know it. While the purpose of his reading is preserved, advantage is taken to awaken his ideas by giving him suitable information and food for thought, in harmony with the revealing of knowledge progressing in all his studies. The supplementary reading set before him furthers this purpose considerably, while regard is had for the proper vocabulary. A taste for better reading must, in the case of most pupils, be cultivated, and they will not acquire it of their own accord. Hence a systematic literary course, extending from the First Grade through the Twelfth, is desirable. Partial provision for such a course has been made by the Board of Education, in the purchase of supplementary books already in use, and the completion of the list with other suitable books will soon follow. These books are auxiliary to the different studies, and are placed in the hands of the pupils just when they seem most needful. In the High School, the series of English Classics used in the different years lends its influence to the same laudable purpose. Of each pupil completing our common-school grades it can henceforth be said that he has read a good variety of first-rate books under the direction of the teachers, whether he ever reads any more or not. The ensuing list shows the supplementary books at present available, with the number of copies of each, in what grades read, and the studies to which they are auxiliary:

FIRST:

Our Little Book for Little Folks, 15.
Lights to Literature, Book I., 15.
Stories From the Poets, 15.
Child Life, First Reader, 30.
Graded Literature, First Book, 15.
Bass's Beginning Reader, 15.
Fables and Rhymes, 15.
Cyr Primers, 133.
Cyr First Reader, 191.
Baldwin Primer, 36.

SECOND:

Hiawatha Primer, 20.
Around the World, First Book, 40. (Geography).
Child Life, Second Reader, 40.
Nature Study, First Reader, 40.
Folk Story and Verse, 20.
Playtime and Seedtime, 20. (Nature Study).
Cyr Second Reader, 207.

THIRD:

Nature Study, Second Reader, 40.
Lights to Literature, Book Two, 20.
Robinson Crusoe, 20.
On the Farm, 20. (Geography).

FOURTH:

Wilson's History Reader, 40.
Arabian Nights, 20.
Around the World, Second Book, 40. (Geography)
Uncle Robert's Visit, 20. (Geography).
Geographical Nature Studies, 20.

FIFTH:

The Eugene Field Book, 20. (Literature).
Stories of Great Americans, 20. (History).
First Steps in History, 20.
Stockton's Fanciful Tales, 20. (Literature).

SIXTH:

Carpenter's North America, 40.
Howells's Stories of Ohio, 40.
Carpenter's South America, 40.

SEVENTH:

Whittier's Snow Bound, 20. (Literature).
Longfellow's Evangeline, 20. (Literature and History).
Dickens's Christmas Carol, 20. (Literature).

EIGHTH:

Cooper's The Spy, 20. (Literature and History).
Carpenter's Asia, 40.

Language and Composition.

The study of our native tongue is constant, from the First Grade through the Twelfth; and really includes not only the use of a text-book on "Language" in certain grades, but also Composition, Spelling, and Diction in all grades, technical Grammar in the Seventh and Eighth Grades, and Rhetoric in the Ninth, besides attention to literary style in the special courses in English Classics in the High School, and the cultivation of graceful and accurate expression of thought by the reading of choice selections in all the years of life at school. Training in language as the vehicle of expression really forms a part of every study. The aims of the Teacher are to encourage and develop observation, thought and expression, in the order given; and then gradually to enlarge the vocabulary; banish errors of speech; secure a correct pronunciation and enunciation, and a complete training in the mechanical features, such as spelling, punctuation, use of capitals, paragraphing, and order of arrangement. It is very essential that the Teachers be models of propriety and accuracy in their use of English. The importance of training in language cannot be set too high. The usages of speech, as also the spelling and writing, are criterions by which the world is prone to judge the educational attainments of pupils. For these the teaching in the schools is mainly responsible, although hindered by adverse influences without. At school then the children should be accustomed to hear and to use good English. Not only the forms of speech, but the pronunciation also must be accurate. Our readers, spellers and dictionaries are carefully edited in these two regards, not for adornment but for use. Standard, not provincial, pronunciation should be maintained at school, no matter what the use at home or in the street. Only thus can a uniformity of speech be maintained in our country, and the tendency to provincialism and dialects be duly resisted.

Provision is made for frequent exercise in composition in all grades on the principle that skill can be acquired only by regular effort. "We learn by doing." Beginning with the Third Grade this composition work should be kept in blank books and be written in ink. Teachers should correct with reference to what is reasonably to be expected in each grade, at first marking only errors in spelling and uses of capitals; then gradually extending the criticism until finally it is as diligent as proof-reading. It is usually better to indicate errors, letting the pupils make the corrections.

The following uniform and simple scheme of marking errors is used:

A straight line under a word means it is mis-spelled.

A waving line underneath signifies a generally faulty expression.

Enclosing a word with a ring or oblong indicates an error in speech.

A diagonal line through a letter means that the other form of the letter should be used.

An omission is indicated by a caret.

An X signifies a defect in punctuation.

Colored pencil or ink should be used in correcting papers, and similarly colored crayon should be used in board work.

It is advised that the Teachers keep on the black-board a numbered list of correct forms for expressions habitually misused, to which reference can be quickly made by number when a mistake occurs, without diverting attention forcibly from the main topic.

Before pupils can write compositions they must be full of the subject matter and eager to give it expression. This subject matter is derived from the talks, readings and investigations accompanying the work in the several branches of study, particularly Geography, History and Elementary Science, as well as Literature. Occasional reproductions of stories are useful, as a training in narrative. Exercises in oral language should always precede those in written language. Pupils should be encouraged to express themselves freely in talks, recitations and quizzes on the proposed topics, without constant interruption by criticism of their manners and forms of expression. Let propriety of utterance be gradually secured, but not at the expense of the utmost freedom. At the same time they should be held substantially to the topic, not being suffered to wander idly away amid other and irrelevant themes, just for the sake of talk The pupils should practice at times correcting and reading aloud the compositions of others. For this purpose, exchanges may be made with different rooms of the same or lower grades.

The various exercises in language training, all of which are to be duly used, may be summed up as follows: Giving synopses of something read. Copying the different forms of prose and poetry as exemplified in their readers, so as to understand the uses and meaning of orderly arangement. Writing maxims, quotations, and verses from memory. Writing from dictation. Reproduction of stories. (Topical outlines on the black-board should be used sparingly, as they do not sharpen the memory and may kill the life of the story). Improvising stories or descriptions based on pictures. Letter-writing. (This is highly useful, as well as easy, comparatively, in execution. Letters written at the beginning of the year may be saved to compare with others written near the close). Narrative writing, of personal experience or observation, induced by visits to places of interest, as perhaps designated by the Teacher. Descriptive

writing. (This differs from narrative in dealing with repose rather than with action; in the former, the verbs mark the movement; in the latter, nouns and adjectives draw a picture; descriptive writing is more difficult, as it calls for closer observation and wider knowledge, with enlarged vocabulary). Writing such exercises as the text-books provide.

Oral language work is perhaps more important than written, although frequently neglected. It begets a ready vocabulary, to use on the instant, whereas written language permits ample delay in selection. It cultivates purity of tone, of which American children are in great need. It necessitates pronunciation and inflection, more worthy to be studied than the arbitrary and formal rules of spelling. It sharpens the understanding and appreciation of idiom, which is the web of language.

While text-books help as a means to an end, they are but crutches to lean on, and never of themselves can form the orator or the author, or the appreciative listener. Only action, inspired by thought, can achieve the desired results. So the inspiration of the Teacher, and the responding animation and effort in the pupils, are the key-notes to success in language study.

It is recommended that selected papers from the product of each pupil be kept by the Teacher and sent home monthly along with the report card, for inspection by parents.

Common Errors in Diction.

The following lists of common errors in speech, with the corresponding correct forms, are suggested for special attention. Each Teacher will find others in vogue which may be added. (Some of the expressions are incorrect only when used in the sense of the corresponding expressions.)

WRONG.	RIGHT	WRONG.	RIGHT.
hadn't ought	ought not	guess, reckon	presume
had went	had gone	calculated	intended
says (past)	said	extra (adjective)	additional
awful (adverb)	very	stop	stay
you was	you were	couple	two, pair
I ain't	I am not	any one—they	any one—he
I hain't got	I haven't	everybody—they	everybody—he
he ain't	he is not	less than five	fewer than five
like I do	as I do	mad	angry, vexed
that much	so much	between (3, etc.)	among
can I go?	may I go?	consider	think, suppose
to home	at home	healthy (thing)	healthful
take up, take in	begin	quite a few	several, many
good (adverb)	well	quite a little	considerable, much
he don't	he does not	some (adverb)	somewhat
set	sit	real (adverb)	really
aerost	across	transpire	happen, occur

WRONG.	RIGHT.	WRONG.	RIGHT.
oncet	once	that high	so high
leave	let	hung (person)	hanged
lays	lies	pants	trousers
gentlemen (sex)	men	say!	tell me!
ladies (sex)	women	hello!	how are you?
gents	gentlemen	party	person
above	foregoing	no good	not good, of no use
effect	affect	done	did
expect	suspect	try and	try to
aggravate	irritate, provoke	menu	bill of fare
dangerous	in danger	lots	numbers, a good deal
overflown	overflowed		
plenty	plentiful	three mile	three miles
fix	repair	receipt	recipe
raised	reared	speciality	specialty
propose	purpose [ment	most (adverb)	almost
try an experiment	make an experi-	the measles, etc.	measles
settle	pay	relation	relative
between you and I	between you and me	where at?	where?
		prominent	eminent
us girls (nom.)	we girls	prof.	professor
hen sets	hen sits	doc.	doctor
lay-off	vacation	cap.	captain
kids	gloves	Rev. (title)	The Reverend
specs	spectacles	a reverend	a minister, etc.
recommend (noun)	recommendation	wait on	wait for
avocation	vocation	limited	small
preventative	preventive	be you?	are you? [ful
character	reputation	pretty	handsome, beauti-
how?	what?	thanks	thank you
conversationalist	converser	'scuse	excuse
posted (person)	informed	nice	lovely, beautiful, enjoyable
feel badly (health)	feel bad [two		
cut in half	cut in halves, in	have got	have
nowheres	nowhere	folks	parents, family
a ways	a way	pronounced	striking
just as lives	just as lief	donate	give
scholar	pupil, student	splendid	pleasant, agreeable
yes'm, yes mom	yes, miss	sun-up	sunrise
apt	likely [ual	see? (slang)	do you understand?
funny	odd, strange, unus-	my pa	my father
balance	remainder	your ma	your mother
dirt	earth, soil	tain't neither	it is not
allude	refer	grip	bag, satchel, etc.
Mr. B and Lady	Mr. B and wife: or Mr. and Mrs. B.	complected	complexioned
		photo	photograph
leniency	lenity	ad	advertisement
Mrs. Rev., Mrs. Dr.	(omit the title)	cute	acute
standpoint	point of view	materialize	appear
talent	talents, ability	in our midst	in the midst of us
either of the three	any of the three	invite	invitation
casket	coffin	a permit	permission, a pass. an order
located	discovered, placed		
illy (adverb)	ill	confliction	conflict
proven	proved	smart	sharp, clever
chimbly	chimney [ed	being as how	seeing that
clever	simple good natur-	immune (noun)	

Spelling.

It is the every-day words, natural to one's stage of progress in expressing thought, that the pupil should know how to spell correctly. Difficult words and those rarely used need not be learned until the occasion comes for their deliberate choice, and even then the mind should not be crowded with them when references to the dictionary will answer as well. The marvelous word-juggler is not a normal type of a successful student. Various devices should be employed for securing good spelling, which can be found explained in books of methods. Editors and printers are invariably good spellers, and they learn by continual use of their vocabulary in composition and proof-reading. A method akin to this will best secure proficiency. Wherever a mis-spelled word is detected on paper or black-board, let it be underscored in color, and thus appear mutely appealing for correction. Teachers should keep lists of the words their pupils commonly mis-spell, and have frequent oral and written reviews of them. A corrected list of those causing most difficulty may be kept on the board. Each pupil should keep a list of the words he usually spells wrongly. The effort to train good spellers must be unrelaxed all through the years of school life.

FIRST GRADE:

Copying of words from the board and the printed page, selected from the vocabulary of the Reader.

SECOND GRADE:

Oral spelling, as also copying and dictation of every-day words used by the children. The Morse Speller begun.

THIRD GRADE:

Words pertaining to the school-room, home, garden, street, most commonly used by pupils of this grade. Avoid bookish words and those of rare use. The Morse Speller continued.

FOURTH GRADE:

Words from the general vocabulary of the pupils, and such as they need to use in Composition and reproduction work on subjects suggested by their studies. Appropriate portions of the Morse Speller.

FIFTH GRADE:

Dictation from the Morse Speller, with oral reviews of words in column exercises. Selected words from the Reader and the general vocabulary of the pupils. Simple thought in giving definitions. Names of the United States and their principal cities. Historical proper names.

SIXTH GRADE:

Classified sets of words , and words similar in sound but differing in spelling, as given in Reed's Word Lessons. Dictation and oral review from the Morse Speller. Close scrutiny of written work by pupils, exchanging compositions, to detect errors in spelling. Proof-reading of board work. Proper names in Geography and History.

SEVENTH GRADE:

Common verbs and adjectives; geographical names pertaining to Europe; names of plants and flowers; names denoting occupations; technical terms in Grammar and Arithmetic; names of persons and places in United States History. Dictations from the Morse Speller, with oral reviews of its word lists.

EIGHTH GRADE:

Tests on words in general use. Abbreviated forms. Proper names in Geography and History. Arithmetical terms. Dictation and word reviews from the Morse Speller.

Arithmetic.

For many years charges have been preferred generally against the teaching of Arithmetic in the public schools to the effect that the pupils fail to grasp the principles; perform the processes mechanically, and without accuracy, depending on a remembrance of the rules; that as a training of reason, the teaching is unsuccessful; that the methods of the processes are obsolete, and discredited by the business world, so that pupils when entering the counting-room or the sales-room have to learn Arithmetic anew, discarding all the results of their years of effort at school; that so much dependence is placed on the use of the pencil as to leave the mental power in computing undeveloped; that rapidity of calculation is unsecured. An examination of the successive text-books in Arithmetic reveals a gradual discarding of the obsolete forms, methods, subjects, and theoretical distinctions, in the effort to bring the teaching of Arithmetic in harmony with the practical use of it desired.

In the Newark schools we are experimenting with a view to remedying the defects complained of, so that the study of Arithmetic may give the mental power it should, and train the pupils to become rapid and accurate reasoners and computers. The system we are establishing rests on three things, the importance of which is unquestioned: an exact knowledge of Addition, so that the sum of any two figures can be instantly named; an exact knowledge of the Multiplication Table, so that the product of any two figures can be instantly given; and third, a perception of the relations of magnitude, or the expression of

the ratio between two quantities. Further work in Arithmetic depends entirely on the application of these three preliminary acquisitions.

These improved and simplified methods are confined in the main to the younger pupils, the older being left to continue their study in accordance with their previous training. The results already gained are the power of adding two columns of figures, before recording the footing, instead of one as formerly; and the ability to multply two figures by one and announce the product, mentally, before writing any of the answer. A further outcome, now generally attained, is the adding of three columns, and the multiplying of three figures by one, orally and silently, before using the pencil. The difference between quantities of two or three figures each is also readily computed by this system, without resort to "ciphering." The methods of teaching and practice, whereby these results are attained, are explained in the outlines of the course in Arithmetic. Computing in Common and Decimal Fractions, and in making change in money, is rendered simple and easy of acquirement by this system, also. Best of all, it trains pupils in thinking and secures the active exercise of their reasoning faculties.

Figures now are like letters, and combinations of them are like words: they speak to the learner in a living language. Consider this problem: If it takes 7 yards of cloth a yard wide to make a skirt, how many yards must be taken of cloth 30 inches wide? A very necessary kind of query, coming up every day in a dry-goods store. What says the pupil of the old-style Arithmetic? Either he answers nothing, letting it go by default; or else he works over it for half an hour, and then submits a whole page of figures, involving square inches and reductions, sufficient to dismay a practical employer, besides losing time enough to serve a dozen customers. The pupil of the new-style considers it a moment, just to fix the ratio, and then announces that it will take 36-30 of 7 yards, or 6-5, which are 8 2-5 yards. He uses no pencil in the computation, besides.

The old Arithmetic had a most intricate variety of topics and subjects and subdivisions, and the like, sufficient of themselves by their very names to intimidate any learner. In one place he added, because the book bade him do so, and in another place he subtracted, for a like reason. The Least Common Multiple, the Greatest Common Divisor, a bewildering lot of fractions of high degree, and denominate numbers of many rare species lay in wait for him in turn. Instead of figuring in Percentage and Interest, as an application to new conditions of principles already known, he was introduced very formally to Profit and Loss, Commission, Insurance, Taxes, Stocks and

Brokerage, Customs or Duties, Exact Interest, Promissory Notes, Partial Payments, Annual Interest, Compound Interest, etc. Each subject had its page of definitions, its various cases, and its rules. The pupil might solve a problem so long as he found it under a certain definite heading; but let him come on it by chance elsewhere, and he was likely to give it up, unless he happened to guess correctly what rule or application it came under.

The new-style text book has few or none of these divisions and subdivisions, but sticks right to the point of being simply Arithmetic, all the way through. When a pupil has a problem to solve, he starts in at once by considering its condiditions and requirements, instead of wondering whether it be an example in Greatest Common Division, Apothecaries Weight, or Partial Payments. The new-style Arithmetic uses the shortest and most direct operations, without the formal, lengthy "analysis" of old; hence its students perform their work with ease, rapidity and accuracy; and have finished before the old-style pupils get fairly under way. The new-style Arithmetic requires thinking from start to finish. Under the old plan a pupil could drift along without real thinking, undetected, if he had a good memory.

Outline of the Course in Arithmetic.

BEGINNERS.

Object: To teach the identification of the numbers one to ten, when associated with objects, and their written forms.

Methods: Counting blocks, beans, corn, pegs, children, seats, pencils, and other objects in the school-room; abstract counting; recognizing numbers in groups; separating numbers into two groups; measuring; building lengths not exceeding a foot with inch, two-inch, three-inch, four-inch, five-inch, and six-inch sticks; comparing groups and lengths for differences; building rectangles with square inches; performing the construction work and following the sense training in Speer's Primary Arithmetic (hand-book for teachers) to page 69. Copying the forms of the figures on board, slate and paper.

References: The Rational Elementary Arithmetic, (Scott, Foresman & Company); First Steps in Arithmetic, (Silver, Burdett & Co.)

FIRST GRADE.

Object: To teach the combinations of the numbers one to ten, in both oral and written expression. To give ideas of simple fractional parts, and relative magnitudes.

Methods: Learning the sums not exceeding ten of numbers taken by twos; same by threes and fours; finding by addition the Difference between two numbers (do not use the word "subtraction," say "difference"); first ideas of Multiplication (without using the word), as follows:

2	2	3	3	4
2	2	3	3	4
—	2	—	3	—
(1) 4	(2) — 6	(3) 6	(4) — 9	(5) 8

To be read: Two, two times, is four. (1)

Two, three times, is six. (2)
Three, two times, is six. (3)
Three, three times, is nine. (4)
Four, two times, is eight. (5)

Afterwards taught to be expressed in this condensed written form:

2	3	3	4
3x	2x	3x	2x
—	—	—	—

First ideas of Division, as follows:

Two is in four, two times.
Two is in six, three times.
Three is in six, two times.
Three is in nine, three times.
Four is eight, two times.
Five is in ten, two times.

Discovered with objects. Then represented first in this form:

II II = 2. II II II = 3. II II II II = 4. III III = 2. III III III = 3.

Then in this form:

2 | 4	2 | 6	2 | 8	3 | 6	3 | 9	4 | 8
2	2	2	3	3	4
2 | 2	2	2	3 | 2	3	4 | 2
—	2 | 3	2	—	3 | 3	—
	—	2 | 4		—	
		—			

Lastly in the common form:

2 | 4	2 | 6	2 | 8	3 | 6	3 | 9	4 | 8
2	3	4	2	3	2

Thorough performance of the work in Speer's Primary Arithmetic, (hand-book for teachers only), from page 69 to the end.

In all written work use vertical columns only, without symbols, save as indicated in the foregoing. Be careful not to talk about subtraction, multiplication, or division. The symbols x and — may be used, in the sense of "add" and "find the difference between." Do not use the term "less."

Recognition of numbers to twenty, and further if convenient.

References: Rational Elementary Arithmetic, (Scott, Foresman & Co.); First Steps in Arithmetic, (Silver, Burdett & Co.)

SECOND GRADE.

Object: Comprehension of the meaning of addition, subtraction, multiplication and division of small quantities, and ease and accuracy in performing the operations mentally, orally, and graphically; recognition of simple ideas of fractions, as halves, thirds, and fourths; relations of magnitude applied to small quantities.

Methods: Begin with the adding of ten to each of the nine digits, and show the meaning of the results, both as to the signification of the words and the position of the figures. That is to say:

Thirteen, or thir-teen, means three-and-ten.
Four-teen means four-and-ten.
Fif-teen means five-and-ten.
Six-teen means six-and-ten.
Seven-teen means seven-and-ten.
Eight-een means eight-and-ten.
Nine-teen means nine-and-ten.
Twen-ty means twain-tens, or two-tens.

The left-hand figure denotes the number of tens; the right-hand figure the number of ones. Use colored crayons in emphasizing these distinctions. These facts must be thoroughly known and appreciated, before further progress be made. Then pass on to showing the changes made in given numbers by adding tens. Thus: twenty and twenty are two tens and two tens, or four tens, called forty. The termination "ty" means "tens." What is the meaning of fif-ty; six-ty; seven-ty; eight-y; nine-ty? Then teach how to add two columns; first with only two quantities, as in these examples:

16	23	34	45	52	64	71	89	94
12	32	23	34	46	15	28	10	4
28	55	57	79	98	79	99	99	98

To be read thus: One ten and one ten are two tens, or twenty; and six is twenty-six, and two is twenty-eight. Three tens and two tens are five tens, or fifty, and three is fifty-three, and two is fifty-five. Etc.

To expand, or change tens into ones, annex a cipher. (Do not say "add a cipher").

Teach how to add nine, by adding ten and then withdrawing one; as, fifteen and nine, for example: think of fifteen and ten, or twenty-five, and one less is twenty-four. Train to add eight, by adding ten and withdrawing two.

Teach finding the Difference, as follows: What is the difference between 17 and 24? 17 and 3 are 20, and 4 is 24; hence the difference is 7.

Teach Multiplication, as follows: How much is 4 times 17? 4 times 10 is 40, and 4 times 7 is 28; total, 68. How much is 9 times 26? 9 times 20 is 180, and 9 times 6 is 54; total, 234. This process of reasoning should be used either orally or mentally in performing every multiplication, until it becomes second-nature. The Multiplication Tables must be memorized as far as 9x9. There is no need of memorizing any farther than

this, in our plan of teaching Arithmetic. Throughout the Second Grade, use only quantities of one or two figures, involving results less than one hundred. What we aim at is power, readiness, and accuracy in computing with small numbers; we do not care for, nor want, any manipulating of large numbers in this grade.

Handle Division as the converse of Multiplication, practically. For instance, on discovering that 9 times 12 equals 108, let the converse be stated, that 9 is contained in 108, 12 times, and that 12 is in 108, 9 times. Teach the written form of expression as commonly used, but have it read both ways.

From Speer's Elementary Arithmetic, pages 1-124, the Teacher may select material for teaching Ratio, Visualizing, and Constructive Work.

THIRD GRADE.

Objects: To train the pupils to facility and accuracy in the four fundamental operations, both orally and graphically; to increase their knowledge and appreciation of the relations of magnitudes; to train their reason by constructive and illustrative work, explanatory of problems; to increase their conception of the meaning and use of ordinary fractions; to exercise their theoretical knowledge by practical work in buying and selling, making change by addition.

The methods used are similar to those set forth for the Second Grade.

The quantities involved in practice work are not usually to exceed one thousand.

When a result exceeds one thousand, it may be treated as so many hundreds.

The pupils are to get Kirk & Sabin's Oral Arithmetic, and to cover the work marked "Second Grade." The best way is to select material from the problems graded to the children's advancement, instead of attempting to perform the work seriatim. It is not to be expected that the pupils will comprehend this book at first glance, nor dash through it as they might a story-book. It requires much steady, persistent work on the part of both teacher and pupils, and the reward for its faithful use is mental power. After the "Second Grade" portion has been mastered, some progress may be made in the ensuing part.

The Teacher will supply material for oral and graphic work from other sources.

The nature and value of the hundreds column will be taught, using dividing lines and colored figures to emphasize differences. Two methods of recording additions will be taught, as follows:

(First Method.)	(Second Method.)
126	126
267	267
393	93
	300
	393

The first is read: Two and one make three hundred, or 30 tens; 30 and 2 are 32, and 6 are 38 tens, or 380; and 6 make 386 and 7 make 393.

The second is the business method; the 26 and the 67 are added as if they constituted the whole problem, and the result set down in the proper place; then the number of hundreds is computed, and set beneath in proper position. The sum of the partial sums is then written by inspection.

It is notel especially that nothing is to be said about "carrying" during the Third Grade.

Subtraction may be presented as follows:

467	592
382	374
85	218

In the first example we say: Three eighty-two and eight are three ninety, and ten are four hundred; that is eighteen; and sixty-seven is four sixty-seven; the difference then is 18 and 67, or 85. Or, say, thirty-eight and eight are forty-six, (writing the 8), and five and two are seven (writing the 5.)

In the second example: The difference between 74 and 92 is 18, and between 3 hundred and 5 hundred is 2 hundred; total difference then is 218.

Multiplication:

(1)		(2)		(3)	
285		327		674	
4		14		7	
800		3270		4718	
340		1308			
1140		4778			

In the first example: 4 times 200 is 800; 4 times 85 is 340; total by inspection, eleven hundred forty.

In the second example: ten times 327 is 32 hundred 70; four times 327 by inspection is 13 hundred 8; total by inspection, 47 hundred 78.

In the third example: seven times seventy is four hundred ninety and seven times four is twenty-eight; that makes five hundred eighteen; seven times six hundred is forty-two hundred; total, forty-seven hundred eighteen.

FOURTH GRADE.

Object: To perfect the pupils in rapid, accurate work in Addition, Subtraction, Multiplication, and Division, by the foregoing methods; to develop the understanding of Ratio, and the power to solve problems by its use; to realize accordingly the meaning and use of the simplest Fractions.

Methods: The same as in the preceding grade. Quantities of four and five figures each may gradually be introduced, but generally only such quantities should be presented as can readily be handled. The following points are to be noted:

In adding quantities of four figures each, add first the two figures at the right in each, and secondly the remaining two, placing the sums in their proper positions, and then writing the final result by inspection. As:

```
3927
4593
----
 120
 84
----
8520
```

Likewise find the partial sums, and then the final addition by inspection, in adding quantities of any number of figures each.

In finding the difference between quantities of four figures or more each, proceed as follows:

```
3927
4793
----
 866
```

The difference beween 27 and 93 is 66; beween 39 hundred and 47 hundred is 8 hundred; total, writing in the order read, eight hundred, sixty-six.

In multiplying several figures by two figures:

```
 36
 27
----
252
72
----
972
```

Process: 7 times 36 is 252, and 2 tens times 36 is 72 tens, (or 720); total, by inspection, 972.

```
 728
  49
----
6552
2912
-----
35672
```

Process: I multiply mentally 728 by 9, and then 728 by 4, placing the partial products in their proper positions, and then add the two by inspection.

Use the common method for Long Division, only put the quotient over the dividend; but have the pupils, in written work, assemble the partial dividends and the partial quotients, that the real operations performed may be understood.

Example:

```
(Process.)
   467
 -------
38|17746
  152
 -------
   254
   228
 -------
   266
   266
```

```
(Explanation.)
|15200|400
|     |
| 38| 2280| 60
|   | 266|  7
 ----------
|17746|467
```

In the Second Semester, the Teacher being assured that the pupils can now work rapidly and intelligently by the methods presented, the commercial style of Addition may be taught, as an alternative method; and when practice in that has produced the proper degree of expertness, then the system of carrying may be presented and practiced, and recommended for large sums only. This is the commercial method in Addition:

2914
562
1483
7829
——
18
17
26
10
——
12788

An understanding of this commercial method makes the principle of carrying perfectly intellibible. The commercial method is useful also because it records the footing of each column, so that in case of repetition of the work, one has not to remember the numbers carried.

For the work in Ratio, the Teacher is urged to present the matter in Speer's Elementary Arithmetic, Part I and Part II, that she may find best suited to the wants of her class.

The matter for Third Grade, in Kirk & Sabin's Oral Arithmetic, Book One, is also to be presented in the order best in harmony with the other work in Arithmetic, and explained by illustrative adjuncts and constructive work.

FIFTH GRADE.

Object: To make the pupils understand perfectly the theory of Common and Decimal Fractions, and to become facile in their use; also to acquire the common tables of Denominate Numbers, and to develop more and more their skill in oral and graphic solutions of the classes of problems previously studied. (Begin by teaching the method of multiplication by carrying.)

Methods: In the presentation of Fractions, the ratio plan is to be followed, avoiding the use of the term "fraction" when "ratio" can be used instead. The course of the work, in its proper order, is as follows:

FIRST SEMESTER: (COMMON FRACTIONS).

1. Teach the expression of comparison of two integers. If the ratio of 2 to 3 is contemplated, it is expressed thus: $\frac{2}{3}$, and read, "the ratio of 2 to 3." It may also be read as "two-thirds." The main point is to have the pupils realize that a fraction is an expression of ratio. When the class is able to express the ratio of any two integers at once, then make use of a great variety of problems, extemporaneous and other, such as: "If 3 apples cost 6 cents, what will 2 apples cost?" Work: The ratio of 2 to 3 is 2-3, hence the cost will be 2-3 of 6c, or 4c.

2. Follow with a long drill on finding fractional parts of integers, as: What is 1-4 of 12; 1-2; 1-3; 3-4; 2-3? Use only the common small fractions, and continue the exercises orally until all are able to give ready and accurate replies.

3. Next teach equivalency, by having the pupils discover from illustrative adjuncts the common equivalent forms for each of the ordinary fractions. By subdividing a square, a rectangle, a circle, a triangle, a line, and other geometrical forms, the pupil can evolve the truth that 1-2 equals 2-4, 4-8, 3-6, 6-12, and 5-10, for instance. Let the pupil record these truths as discovered, in his note-book, and memorize them.

4. Teach addition of fractions in the usual way, the practice work being both oral and graphic.

5. Follow with subtraction of fractions, by finding the difference between the numerators, just as in subtraction of integers.

6. In succession come multiplication of fractions by integers and reduction to lowest terms. Get the pupils to think of two-thirds, say, just as they would think of two books, or two hats; and four times two-thirds are eight-thirds, just as four times two birds are eight birds.

7. The next step is to teach that a common fraction is an indicated operation in division. Three-fourths means three divided by four. The value of it is the quotient obtained, which is a decimal expression not yet learned.

8. What then is the meaning of 2-3 multiplied by 3-4? It means that 2-3 is to be multiplied by 3, and the result divided by 4. 3 times 2-3 is 6-3, or 12-6. 12-6 divided by 4, or 1-4 of 12-6, is 3-6, or 1-2. Practice solving problems in multiplying this way, the reasons being given orally, and the results recorded in written work. Let it be noted that in all arithmetic work we are to write figures only when necessary to indicate successive steps and to chronicle results, but never before the result is obtained by mental operation.

9. The familiar operation of cancellation can next be introduced, and the method of multiplying numerators together and denominators together with reduction to lowest terms, provided that the method of reasoning presented in No. 8 is thoroughly comprehended.

10. We are now ready to present division of fractions. Let the subject be introduced by a story problem, such as this:

I went to a candy store with 5 cents. Let us see how much candy I can buy at different prices per stick or piece:

At 5c I can get 1 stick.

At 1c I can get 5 sticks.

In other words, if I divide the whole amount of money by the price per stick, I get the number of sticks allowed at the given price.

At $2\frac{1}{2}$c I can get 2 sticks Written: $\frac{5}{2\frac{1}{2}} = 2.$

At 1-2c I can get 10 sticks. (Write the expression.)

At 1-4c I can get 20 sticks. (Write the expression.)

At 1 1-4c I can get 4 sticks. (Write the expression.)

In like manner evolve other results, as far as the pupils can deduce them.

11. We now present the truth that multiplying or dividing both terms of a fraction does not alter the value of the fraction. This truth has already been deduced, but now we present it in this formal way, to establish the law.

12. What is the ratio of 1-3 to 2? Written expression: $\frac{1/3}{2}$

The ratio of 1-3 to 1 is 1-3; the ratio to 2 would be only half as much, or 1-6.

What is the ratio of 1-3 to 1-2? Written expression: $\frac{1/3}{1/2}$

The ratio of 1-3 to 1 is 1-3; the ratio to 1-2 would then be twice as much, or 2-3.

What is the ratio of 1-2 to 2-3? Written expression: $\frac{1/2}{2/3}$

The ratio of 1-2 to 1 is 1-2; to 1-3 would be then 3 times as much, or 3-2; to 2-3 would then be only 1-2 as much, or 3-4.

Improvise and select many problems involving the finding of the ratio between fractions and integers, and between fractions and fractions, and solve.

13. A practical way of finding the ratio of such quantities is as follows: What is the ratio of 5-8 to 2-3? Write the expression of the ratio desired, viz,

$\frac{5/8}{2/3}$ Multiply both terms by each of the little denominators. We shall first have 5 and next, 15

$\frac{16}{3}$ $\frac{16}{}$

This method is to be followed, instead of the old one of inverting the divisor and multiplying, because it is logical and intelligible; while the old way is deceptive and unintelligible.

The Teachers will find Part II of Speer's Elementary Arithmetic especially helpful in supplying thought and material; also the forepart of Part III, and the first fifty-three pages of Speer's Advanced Arithmetic. No other book yet published can supply the necessary material.

SECOND SEMESTER: (DECIMAL FRACTIONS).

1. Explain the theory of Decimals with simple illustrations drawn from common experiences; then present the ratio of decimals to integers and to other decimals, as in Speer's Elementary Arithmetic, pages 168 and following, and pages 184 and following.

2. Practice reading money in two ways: As, $1.85, one dollar and eighty-five cents, or one and eighty-five hundredths dollars.

3. Practice pointing off one-tenth; then work thus:

Find .6 of 16.

1.6
6

9.6

4. Practice pointing off one-hundredth: then work thus:

Find .04 of 263. (Four-hundredths of 263.)

$$\begin{array}{r} 2.63 \\ 4 \\ \hline 10.52 \end{array}$$

5. Practice adding decimals.

6. Find difference in money.

(a) $\begin{array}{r} 4.65 \\ 2.34 \\ \hline 2.31 \end{array}$ (b) $\begin{array}{r} 4.34 \\ 2.65 \\ \hline 1.69 \end{array}$

In (b) say: Borrow a dollar from the four dollars, making 134c. Difference in cents is then 69. Difference between $2 and $3 is $1.

7. Subtraction:

$$\begin{array}{r} 65.384 \\ 49.598 \\ \hline 15.786 \end{array}$$

Say 598 and 2 are 600, and 400 are 1000 (thousandths), which makes the 49 come to 50. The 402 and the 384 together make 786. The difference between 50 and 65 is 15.

8. Multiplication of decimals:

7-10 x 10 = 7. Therefore, .7 x 10 = 7.

627-100 x 10 = 627-10, or 62.7. Therefore, 6.27 x 10 = 62.7.

75-100 x 100 = 75. Therefore, .75 x 100 = 75.

6275-1000 x 100 = 6275-10 = 627.5. Therefore, 6.275 x 100 = 627.5

9. Division of decimals:

$\begin{array}{r} 8)24 \\ \hline 3 \end{array}$ $\begin{array}{r} 8)2.4 \\ \hline .3 \end{array}$ $\begin{array}{r} 8).24 \\ \hline .03 \end{array}$ $\begin{array}{r} 8).024 \\ \hline .003 \end{array}$

4.1262 -:- .69 has the same quotient as 412.62 -:- 69. (Here we multiply both by 100.)

2.574 -:- .6 is the same as 25.74 -:- 6.

.435 -:- .06 is the same as 43.50 -:- 6.

10. If .7 of a distance is 34 feet, what is .98?

Ratio of .98 to .7 is 98-70 or 7-5, or 1. 4.

11. .35 of a ton of coal costs $1.40. What is the cost of 6.5 tons?

$$\frac{650 \cdot \$1.40}{35} = \frac{130 \cdot .20}{7} = \$26.$$

12. Give the decimal equivalent of 3-5. (Or, what is the value of 3-5?)

3-5 = 6-10 = .6.

The same result is obtained by dividing the numerator by the denominator, in accordance with this line of reasoning:

3-5 of 1 equals 1-5 of 3.

3 equals 30 tenths.

1-5 of 30 tenths equals 6 tenths. (.6)

13. Reduce .4 to a common fraction; or better said, give the equivalent form as a common fraction for .4.

$.4 = 4\text{-}10 = 2\text{-}5.$

14. Divide 7 by 8, expressing the result decimally:

7-8 of 1 equals 1-8 of 7.

7 equals 70 tenths.

1-8 of 70 tenths equals 8 3-4 tenths, or .875.

15. Butter bought for 25c a lb. was sold for 28c a lb. Express the gain as a decimal of the cost.

3-25 = 12-100. (= .12). Or,

3-25 of 1 = 1-25 of 3. 3 = 30 tenths. 1-25 of 30 tenths = .12.

SIXTH GRADE.

Object: To become expert in figuring United States money; to get familiar with the handling of Denominate Numbers, and to acquire a fair knowledge of Percentage in its theory and applications.

Methods: Begin with plenty of practice work in money problems, so as to make the computations and the pointing-off perfectly easy. This will occupy the month of September. Follow with the acquisition of these tables of Denominate Numbers, with practice work involving each:

Avoirdupois Weight.
Dry Measure.
Liquid Measure.
Long Measure.
Square Measure.
Cubic Measure.
Time Measure.
Numbers.
Paper.
Carpeting.
Papering.
Measurement of Surfaces.
Measurement of Solids.

The other tables found in text-books are purposely omitted.

In computing with Compound Numbers, get first the gross results, and then reduce, putting the revised results under the first. Thus:

5 rd.	4 yd.	7 ft.	8 in.
8	3	6	9
13	7	13	17
15	0	2	5

As the pupils will have had much use and understanding of Denominate Numbers from the beginning of their school life, the subject should be finished by the end of the First Semester.

In presenting the subject of Percentage, it is advised that the Teachers follow the method in Speer's Advanced Arithmetic, between pages 71 and 104. That rate per cent. is a decimal expression is first to be understood. Then numerous easy problems should be solved as in the study of decimals, using the rate per cent. as a common fraction and then as a decimal fraction. Examples:

A coat cost $15 and vest 66 per cent. as much.

$$\frac{2 \cdot 15}{3} = 10.$$

1 per cent. of $15 is $.15. 66 per cent. would be 66 times as much, which is 990. 2-3 of 15 is 10. Total, 1000c, or $10.00.

In a certain school there are 200 pupils enrolled, of whom 14 per cent. have the mumps. How many are ill?

Pointing off two places in 200 we find that 1 per cent. is 2. 14 per cent, is therefore 28.

Now, if 200 pupils are enrolled, and 28 have the mumps, what is the rate per cent. of those absent?

Pointing off two places in 200, we find that 1 per cent. is 2. 28 divided by 2 is 14, the rate per cent. required.

Again, if there are 28 absent, and that number is 14 per cent. of the entire enrollment, how many pupils are in the school?

If 28 is 14 per cent., 1 per cent. is 2.

100 per cent. the entire number, is therefore 100 times 2, or 200.

Next take the definition of Percentage and express it by symbols, as:

$P = B \times R$. Dividing both terms by B, we have:

$\frac{P}{B} = \frac{B \times R}{B}$ Canceling, $\frac{P}{B} = R$. Or, $R = \frac{P}{B}$

Dividing both terms of the first expression by R, we find:

$B = \frac{P}{R}$

Train the pupils to form these expressions with understanding, and when performing graphic work in this subject, to write first the proper formula.

Occasional time in this grade may be devoted to a development of thought in the subject of the Ratio of Fractions, so as to determine logically the Largest Measure. (Speer's Advanced Arithmetic, pages 37, 38, and 39.) Example:

What is the largest common measure of 1-2 and 1-3?

The ratio of 1-2 to 1-3 is 3-2. Represented graphically:

****** ****** ****** (1-2)

****** ****** (1-3)

Largest common measure is 1-2 of 1-3, or 1-6; or 1-3 of 1-2, or 1-6.

What is the sum of 5-6 and 3-8?

The ratio of 1-6 to 1-8 is 8-6, or 4-3. Graphic expression:

****** ****** ****** ****** (1-6)

****** ****** ****** (1-8)

Then 1-4 of 1-6, or 1-3 of 1-8, is the largest common measure.

SEVENTH GRADE.

Object: For the pupils to gain a fair knowledge of the theory and application of Simple Interest; Longitude and Time, and Circular Measure; Square Root; Mensuration, pertaining to the measurements of areas and volumes of ordinary use, under the topics of carpeting, plastering, papering, etc., board measure, land surveys, wood and stone piles, bins, tanks, etc.; a continuation of Ratio and its application to the solving of

problems in the work of this grade; a sustaining by practice and frequent quizzing of the knowledge and skill acquired in the preceding grades.

Methods: The Teachers will find it of the greatest value to an understanding of the preferred methods for presenting these subjects to study and master the contents of Speer's Advanced Arithmetic, particularly as follows: For Interest, from page 105 to page 120; for Longitude and Time, or better called "Distance and Time," from page 235 to 245; for Mensuration, from page 133 to page 211, using selected materials for the pupils while getting a knowledge of all for themselves; for Square Root, from page 211 to page 227.

Starting with the definition of Interest, we can express it in a formula:

$I = P \times R \times T$ Whence, dividing by R x T, and transposing,

$P = \frac{I}{R \times T}$ Dividing the first formula by P x R, we get:

$T = \frac{I}{P \times R}$ Dividing the first formula by P x T, we get:

$R = \frac{I}{P \times T}$

Let the pupils practice deducing these formulas before they proceed further, until they are able to form them without hesitation. Then teach the meaning of Amount and Difference.

Next get the interest on a given sum for one year at 6 per cent., and deduce from it these two practical truths:

1. Pointing off two places to the left from the decimal point or limit of dollars in a principal, gives the interest for two months on that principal at 6 per cent.

2. Likewise pointing off one place gives the interest for 20 mos. on that principal.

Practice improvising and solving problems to show the application of these two truths, both in getting the interest for varying times and at different rates per cent.

Then deduce the so-called "six-per-cent. method," one-half the number of months expressing the cents, and one-sixth the number of days the mills, interest on one dollar for the given period less than a year.

The pupils are then prepared for the solving of general problems in the method suggested by the following outlines:

1. Find interest on $42 for 9 months at 6 per cent.

$\frac{9 \cdot .42}{2} = \$1.89.$

2. Find interest on $376 for 2 years, 3 months, at 6 per cent.

$\frac{27 \cdot 3.76}{2} =$, or $\frac{27 \cdot 37.6}{20}$

3. Find interest on $1456.29 for 7 months at 8 per cent.
The ratio of 8 per cent. to 6 per cent. is 4-3.

$\frac{4 \cdot 7 \cdot 14.56+}{3 \cdot 2} = \frac{2 \cdot 7 \cdot 14.5629}{3} = 2 \cdot 7 \cdot 4.854 = 14 \cdot 4.854 \quad \$67.95$

4. What is the interest on $225 for 1 year, 5 months, and 7 days?

1 year, 5 months, 7 days = 17.23 months.

$$\frac{17.23 \cdot 2.25}{2} = \frac{38.7675}{2} = \$19.38.$$

5. Find the interest of $784 for 1 yr. 1 mo. 6 da., at 7 1-2 per cent.

The ratio of 7 1-2 to 6 is 5-4.

$$\frac{5 \cdot 13.2 \cdot \$7.84}{4 \cdot 2} =$$

6. What is the amount of $840, at 8 per cent. for 6 mo. and 24 da.?

$$\frac{4 \cdot 6.8 \cdot \$8.40}{3 \cdot 2} + \$840 = \text{the amount.}$$

7. What principal will earn $50 in 1 yr. 4 mo. at 6 per cent.?

100-8 is the ratio of the principal to the interest.

$$\frac{100 \cdot \$50}{8}$$

8. What principal loaned for 2 yr. 4 mo. at 5 per cent. will bear $75 interest?

6-5 of $75 equals interest at 6 per cent.

100-4 is the ratio of principal to interest at 6 per cent.

$$\frac{100 \cdot 6 \cdot \$75}{14 \cdot 5} =$$

9. $17.50 is the interest of $500 for how long a time at 6 per cent? How much is the interest for two months? for 1 mo.? What is the ratio of $17.50 to the interest for 1 mo.? What then is the ratio of the time to 1 mo.? The time is how many months?

$$\frac{17.50}{\frac{5}{2}} = \frac{35}{5} = 7 \text{ mo.}$$

10. If $250 yields $17.50 interest in 1 yr., what at the same rate will $450 yield in 8 mo.?

What is the ratio of $450 to $250? 9-5.

What then will $450 yield in 1 yr.? 9-5 of $17.50.

What then will it yield in 8 mo.? 2-3 as much.

$$\frac{2 \cdot 9 \cdot 17.50}{3 \cdot 5} =$$

EIGHTH GRADE.

Object: To complete the remaining essential subjects; and the comprehensive review of the work of all preceding grades, so as to secure rapidity in operations, and a better understanding of the reasons for the processes. It is desired that pupils receiving the certificate of the Eighth Grade know Arithmetic well and permanently, with a quick and sure adeptness in the methods of the business world. They should be very skillful in applying the principles of the subject, and competent in adding, subtracting, multiplying, and dividing, both integers and fractions.

The advanced work requires a familiarity with the things treated, such as stocks, bonds, notes, mortgages, policies, cheques, drafts, and the like; and the Teachers should collect and show real specimens, and point out their characteristics. Some elementary teaching of algebraic symbols, their manipulation, and their use in simple equations, may also be introduced.

In the review work, the methods of the preceding grades may be explained and used. Miscellaneous problems should be presented continually; and five or ten minutes each day may well be devoted to the explanation of operations, one only being discussed at a time.

The principal subjects for advanced study, as given in White's New Complete Arithmetic, are:

Insurance, (pp. 200-202).
Taxes, (pp. 203-205).
Interest by days, (p. 200).
Bank Discount, (pp. 222-224).
Trade Discount, (pp. 225-226).
Promissory Notes, (pp. 227-230).
Simple Interest, (pp. 240-246).
Analysis, (pp. 268-274).
Ratio, (pp. 275-277), second process.
Proportion, (pp. 278-283), ratio method.
Square Root, (pp. 295-298).
Cube Root, (pp. 299-304).
Applications of Powers and Roots, (pp. 307-310).

Specimen Problems for Drills and Reviews.

(Preparatory Department.)

Write two columns of figures and add by the expansion method.

Write three columns of figures and add by the expansion method.

Write four columns of figures and add two columns at a time, writing the complete sum by inspection.

Add the same columns by the commercial method.

Write five columns of figures and add by the carrying system.

Practice adding orally numbers in pairs, of two or three figures each.

Write quantities of two, three, or four figures each, and subtract by addition.

Find the difference between quantities of two figures each by addition, orally.

Practice in making change, orally.

Write numbers of three or four figures each, and find the difference by inspection.

Write quantities of three or more figures each, and find the difference by the system of borrowing.

Practice multiplying two-figure quantities by one figure, orally.

Write quantities of two or three figures, and multiply by two figures, without carrying.

Multiply quantities of three figures by two figures, without carrying, and add the partial products by inspection.

Write quantities of four or more figures and multiply by quantities of several figures, by carrying.

Practice dividing two figures by one, by inspection.

Write problems in short division, having two figures in the dividend and two in the divisor, and write the quotient by inspection.

Work problems in long division as usual, then recast the work so as to show the separation of the dividend into partial dividends, and the discerning of partial quotients, with the final addition of each set.

Practice finding the ratio of two fractions by written operation.

Practice determining the ratio between two fractions orally, as: "Find ratio of 1-5 to 3-7. The ratio of 1-5 to 1 is 1-5. The ratio of 1-5 to 1-7 is seven times as much, or 7-5. The ratio of 1-7 to 3-5 is only one-third as much, or 7-15.

Practice finding the ratio of integers to fractions by inspection. Also of fractions to integers.

Write a model concrete problem on the board, to be solved by a computation with fractions, either orally or in writing, and have pupils change the figures and solve each new problem thus proposed.

Practice interpreting problems; that is, telling what steps are necessary for solution.

Propose often such problems as these:

Divide 42 by 1-6. Which is the greater: Four times $16 or $16 divided by 1-4.?

Drill daily on some multiplication table.

Practice adding compound numbers orally. As, 9 ft. 7 in., and 6 ft, 8 in.

Practice composing and finding the solution of problems in compound numbers, in writing.

Compose such problems as these: If 3 pounds of sugar last 24 days, how long will 2 pounds last? How much is necessary for 18 days?

Practice changing common to decimal fractions, and vice versa.

Practice determining pointing off in multiplication and division of decimal fractions, by inspection.

A farmer exchanges his butter for coal. His butter is worth 27c. How many pounds will pay for 9 tons of coal at $5.43 a ton?

A coat cost $15 and a pair of trousers 50 cent. less. What was the cost of the latter?

What is the sum of 5-6 and 3-8?

$21 is 7 per cent. of what number?

The base is 500 and the percentage is 25. What is the per cent?

Base 4638. Percentage, 325. Find rate.

Percentage, 648. Rate 5 per cent. Find base.

How many cords of wood in a pile 16 ft. long, 8 ft. high, and 4 ft. wide?

Divide 16 by 3-4.

Find the value of 5-8.

Interest for 2 yr. 6 mo. at 6 per cent is $86. What is the principal?

What is the circumference of a circle whose radius is 6?

If two men can do a piece of work in 32 days, how long will it take five men?

For a shirt-waist it takes 3 yds. of cloth 1 yd. wide. How much is required of cloth 30 in .wide?

The top of a square table has an area of 576 sq. in. Find its length.

What will it cost to fence a square field containing 5 A., at $1.25 a rod?

A note for $500 running 18 mo., has had two semi-annual payments. What is now due?

A dealer obtained $480 for a piano on the list price of which he had discounted 50 per cent. He still made a profit of 20 per cent. What did it cost him?

Assuming a meridian to be 12,500 miles in length, how many miles is it from one tropic to the other?

Geography.

The plan of teaching Geography in our schools is being developed in the belief that merely statistical information, or the ability to bound states, or to identify dots on maps, is not sufficient. Such exercises have a value, but they do not secure the broadest and richest results alone, as they fail to cultivate a true appreciation of the world. A deep and lasting impression helpful in the training for citizenship and in the realization of the common brotherhood of man can be obtained from a comparative study of the modes of life and the environment of peoples affording strong contrasts. A true conception of the achievements of knowledge and skill can be gained by a study of certain cities and countries, selected as types. A detailed work of research, comparison, contemplation, judgment, description, and analysis, teaches how to study, begets enthusiasm, affords a glimpse of scientific method, and engenders a laudable feeling of satisfaction in having done a task thoroughly and well. A contemplation of certain scenic aspects increases proper feelings of reverence, awe, sublimity, and aesthetic taste. With

something of the purpose indicated, we conduct the study of Geography. While we use all the matter of the text-book, we try to increase the scope by auxiliary material, such as supplementary books, photographs, half-tone pictures and cuttings from periodicals, and objects characteristic of the uses and products of different nations. For two years before the text-book is assumed, interest in the approaching work is fostered by the supplementary reading. In studying the United States, it would be impossible to learn about every city, town and hamlet; so we select certain cities and localities as types by which the others can be recognized and understood. This idea is applied to the study of other countries as well. Special attention is given to the ocean, that its extent, commercial service, and other uses to mankind, its effect on climate, etc., may be justly appreciated. Finally, much is written by the pupils. They become filled with information and the thoughts engendered by it, and give forth an abundance of written expression with ease. In this respect, they not only satisfy, but often astonish. Geography, as we strive to teach it, becomes a powerful aid to the understanding and use of other branches, particularly Language and History. The details of the course are the following:

FIRST GRADE.

Talks about place, direction, sky, clouds, rain, snow, water, dew, frost, ice, hail, brook,, river, lake, wind, ground, sun, moon, stars, the seasons, time, and the like. Supplementary reading in accord, as available.

SECOND GRADE.

Names of months and days, telling time, moon's quarters, uses of the seasons, location of principal streets and buildings in Newark (orally). Supplementary reading: Playtime and Seedtime. Around the World, Book I.

THIRD GRADE.

Presentation of the globe, (directions, continents, oceans). Divisions of the human race. How people live. Names and locations of the very largest cities. Animals: appearance, habits, homes, use. Understanding by observation: plain, plateau, hill, valley, bluff, cape, peninsula, isthmus, spring, brook, river, lake, strait, current, drainage. Supplementary reading: On the Farm. Robinson Crusoe.

FOURTH GRADE.

Text-book, from the beginning to the United States. Names and location of principal lands and seas. Ohio, and its principal cities. Location of New York, Boston, Philadelphia, Washington, New Orleans, San Francisco, St. Louis, Chicago, Detroit, Buffalo. Names of the Great Lakes. Learn the names of the thirteen original states. Supplementary reading: Geographical Nature Studies. Uncle Robert's Visit. Around the World, Book II.

FIFTH GRADE.

Text-book, the United States. Names of the states memorized, with capitals and principal cities. Identification of the states on outline map. Dissected map put together. Map drawing. Descriptions written of typical places studied. Supplementary reading: Carpenter's North America.

SIXTH GRADE.

Text-book, Dominion of Canada, Mexico, West Indies, Central America, South America. Review of the United States, and special study of Hawaii, the Philippines, and Porto Rico. Imaginary tours of the countries studied, with written descriptions of selected places, their scenery, inhabitants, customs, attainments, etc. Objects of interest gathered and inspected. Study of photographic pictures, as in all grades generally. Supplementary reading: Carpenter's North America. Carpenter's South America. Special reading: Our American Neighbors; King's Geographical Hand-books, Nos. 3 and 4; The Boy Tramps. Suggested subjects for compositions: The French Canadians; Montreal and Quebec; A Trip Down the Saint Lawrence; Deep Sea Fisheries; Mexico and the Mexicans; Rio de Janeiro; Sights and Scenes in South America; Havana; Customs of the Filipinos; Honolulu.

SEVENTH GRADE.

Text-book, Europe, and a review of North America. An imaginary tour of Europe is followed on the same plan as those previously conducted. A map of the country should be prepared, and used as a chart of travel. Typical cities and countries are: London, Scotland, Paris, Holland, Switzerland, Venice, Rome, Constantinople. Special reading: Rollo's Tour in Europe, beginning with Rollo on the Atlantic; the Stoddard lectures; Personally Conducted, (by Stockton); King's Geographical Reader, No. 6; Modern Europe. Teachers should read, for their own benefit, Venetian Life, by Howells; Gondola Days, by Hopkinson Smith; Roba di Roma, by Story, or Ave Roma Immortalis, by Crawford; Constantinople, by Crawford; The Land of Pluck, by Dodge; the European Tour, by Grant Allen; all of which are in the High School Library; as also similar books that may become accessible. King's Geographical Reader, No. 5, will help in the review of North America.

EIGHTH GRADE.

Asia, Africa, Australia, East Indies, the Philippine and Hawaiian islands, and Porto Rico, with text-book. The plan may follow that laid down for the sixth and seventh grades. Subjects for compositions may be such as these: Chinese Cities and Customs; The Religion of Mahammed and Its Followers; Japan and the Japanese; the Splendors of India; The Holy Land; The Koreans; Arabian Life; Ancient and Modern Egypt; The Development of South Africa. Supplementary reading: Carpenter's Asia. Stoddard lectures on China, Japan, Egypt, Jerusalem, and India.

History.

FIFTH GRADE.

Object: To beget some familiarity with the early heroes of America, and the conditions of the times; some realization that America means "opportunity;" some appreciation of the growth of a nation; some preference for loyal hearts and brave deeds; some growing interest in historical reading, especially biography; some sympathy with humanity, especially child life; some progress in patriotism; some discernment of causes and effects in great events.

Methods: Use of the text-book as a manual of information and guide to the order of topics; but its phraseology not to be literally memorized.

Stories and descriptions pertaining to American history, to be read, discussed, and retold.

Inspection of pictures helpful to the foregoing.

Reproduction in composition of facts and impressions.

Reading of literature in harmony with the study.

Illustrative drawing.

Geography study in correlation.

Spelling of proper names and terms employed.

Memorizing of a few essential dates.

Topics: Attention is to be given to topics, of sufficient general interest to the pupils of the grade, of which the following comprise the main list:

Mediaeval notions of geography contrasted with modern knowledge.

Old World manners and customs of the exploration period.

The Indians: features, manners, customs, language, government, religion, dress, modes of life, etc.

Columbus: His ideas, achievements, results.

Why our land is called America.

Ponce de Leon.
Balboa.
Cortez and the Aztecs.
Jacques Cartier.
Ferdinand de Soto.
Cabrillo.
The Spanish Monks.
Sir Francis Drake.
Henry Hudson.
Captain John Smith.
Captain Miles Standish.
The Pilgrims and Puritans.
King Philip.
William Penn.
Daniel Boone.
General Rufus Putnam.
Eli Whitney.
Robert Fulton.
Andrew Jackson.
Prof. Morse.
Daniel Webster.
Henry Clay.
John Brown
Abraham Lincoln.
General Grant.
Admiral Dewey.
Our Flag.
Slavery Days.

Benjamin Franklin.
George Washington.
Paul Revere.
Pioneer Days.
Modern Inventions.
The World's Fair.

SUPPLEMENTARY READING.

Exploration and Discovery. By Mara L. Pratt.
The Colonies. By Mara L. Pratt.
Earliest Days in America. By Samuel T. Dutton.
First Steps in American History. By Mowbray.

SPECIAL READING.

Legends of the Red Children.
Stories of American Life and Adventure.
Four Great Americans.
The Beginner's American History. (Selections).
Hiawatha. (Selections, as the childhood, the sailing, the fasting.)
Snow-Bound. (Selections).
Courtship of Miles Standish. (Selections).
Paul Revere's Ride.
The Story of Lincoln. By Craven.
Pioneer History Stories of the Mississippi Valley.

SIXTH GRADE.

Object: A continuation and extension of the historical spirit engendered by the work of the preceding grades, especially the Fifth, so as to produce a more specific acquaintance with the makers of our country and the affairs that called forth their greatest efforts; experience in collecting historical information, comparing statements, forming judgments; some progress in unifying the separate masses of information required; some taste of the romance of history; further growth in patriotism.

Methods: The consideration of such a series of topics as is forthwith given, in the light of evidence drawn from various sources, such as books, traditions, pictures, human nature, and reasoning.

Oral and written presentation of facts and impressions.

Reading of literature inspired by similar study and reflection.

Correlative geographical study.

Drawing portraits, costumes, scenes, and maps.

Appropriate spelling and memorizing of essential dates.

Topics: These are given to suggest lines of study, and are not necessarily in proper sequence. The teachers can present others in addition:

The Mound Builders.
The Coming of the Norsemen.
Amerigo Vespucci.
The Cabots.
Columbus.
Ships and Navigators of the Period.
De Soto.
Cortez.
Pizarro.
Balboa.
Ponce de Leon.
Jacques Cartier.
The Aztecs.
The Incas.
Sir Walter Ralegh.
Capt. John Smith.
Pocahontas.
Old Virginia Life.
The Pilgrims.
Massasoit.
Myles Standish.
The Puritans.
Roger Williams.
Old Puritan Days.
Henry Hudson.
Old Dutch Times in New Amsterdam.
The Dutch in New Netherlands.
William Penn.
The Quakers.
Champlain.
La Salle.
Marquette.
Joliet.
Hennepin.
Maisonneuve.
Tonty.
Daniel Boone.
Iberville.
Old Days in Louisiana.
Settlement of Ohio.
History of Newark.
Benj. Franklin.
Thomas. Jefferson.
John Adams.
George Washington.
Wolfe and Montcalm.
The Boston Massacre.
The Boston Tea-Party.
Battle of Lexington.
Battle of Bunker Hill.
Adoption of Our Flag.
Defeat of the Hessians.
Valley Forge.
La Fayette.
Marion.
Benedict Arnold.
Causes and Results of the Revolution.
Why We Had a Second War With England.
Capt. Lawrence.
Com. Perry.
Battle of New Orleans.
First Steamboat.
Canals.
First Railroad.
What Caused the Mexican War. The Results.
Gold Days in California.
Slavery Life.
Andrew Jackson.
Webster and Clay.
John Brown.
Why the Civil War Came.
Lincoln.
Jefferson Davis.
Ulysses S. Grant.
Robert E. Lee.
Capture of Ft. Sumpter.
Defense of Washington.
Battle of Shiloh.
Capture of New Orleans.
Farragut.
Battle of Gettysburg.
Sherman's March.
Sheridan's Ride.
Capture of Davis.
Murder of Lincoln.
Results of the Civil War.
Centennial Exposition, 1876.
Murder of Garfield.
World's Fair, 1893.
Annexation of Hawaii.
The Freeing of Cuba.
Admiral Dewey.
Admirals Sampson and Schley.
Heroism of Hobson and Rowan.
Annexation of Porto Rico.
American Progress in Cuba.
Our Philippine Possessions.
How the President is Chosen.
How our Government is Run.
A Visit to Washington.

SUPPLEMENTARY AND SPECIAL READING:

Stories of Ohio. (William Dean Howells.)

Mississippi Valley Settlements, and French and Indian Wars. By Mara L. Pratt.

The Story of the Revolution. By Mara L. Pratt.

Story of the Indians of New England. By Samuel T. Dutton.

The Young Citizen. By Doyle.

Elementary History of the United States. By Allen C. Thomas.

Pioneers of the Revolution.

Pioneer History Stories of the Mississippi Valley.

SEVENTH AND EIGHTH GRADES.

Object: To give a first experience in the scientific study of the subject, so as to discern the unity, and to give the details their proper relative value.

Methods: The text-book, Gordy's History of the United States, is to be faithfully followed, using supplementary material as auxiliary to it. The summaries at the close of each chapter are to be emphasized, and so far as possible permanently retained by the pupils. From the beginning to the close of the War of the Revolution will be the specific ground covered in the Seventh Grade. The Ivanhoe Note Book is recommended for use in map drawing and map study. (The price is 25 cents.) The drawing of portraits and historic scenes should be made conspicuous. Abundance of pertinent pictures should be gathered and used. Juvenile fiction helpful to a realization of the times and characters should be freely read. The studies of historic episodes should be the basis of a fair portion of the composition. The pupils should be encouraged to stand and recite complete presentations of the the special topics assigned, to cultivate connected discourse and good diction, as well as ready thinking and ease of mind when speaking. Sufficient of geography and spelling should be correlative. Some general knowledge of contemporary European history should be gained, where it helps to a realization of our own.

SUPPLEMENTARY AND SPECIAL READING.

The Colonies, by Samuel T. Dutton.
Poems of Patriotism, selected by Brander Matthews.
The Revolution, by Mara L. Pratt.
The Young Citizen, by Doyle.
American Inventions, by Mowbray.
The Spy, by Cooper.
Evangeline, by Longfellow.

Writing.

The Teacher should accept no written work that is not the best effort of the pupil. This injunction is applicable in all departments of the school. Exercise in writing is not to be limited to copy-book work, but is to extend to every phase of study.. A little well written is infinitely preferable to a mass of scribbling. The pupil should be accustomed to blackboard writing, and the Teacher herself should always be neat and accurate in such work. In arithmetical work the figures should be large and uniform, and should rest on the lines of the paper, running neither up hill nor down; and should not appear crowded for lack of space. The upright position suitable to vertical writing must be required at all times when the pen or pencil is used, and the left arm should lie lengthwise upon the desk, affording a support for the body. The proper physical culture exercise should precede all periods of writing longer than five minutes. In the use of the copy-books, the models should be imitated on practice paper before being reproduced in the books and half of each page should be left for review exercise to follow the completion of the study of the models.

Beginners at school first attempt to write by copying with pencil from board and book. When advanced to the regular First Grade, they begin the copy-book. Ink is first used in the Third Grade. The Seventh and Eighth Grades practice writing social and business forms. Letter writing may be practiced from the Third Grade, and be developed in the Preparatory Department.

The paper is to have its entire upper edge rest against the rim of the desk, so as to be squarely before the pupil. In vertical writing, the position of the fingers is the same when the pen is in the hand as when picking up something like a piece of chalk.

The following scheme shows the course in outline.

GRADE.	BOOK.	AIM.	RESULTS.
I.	A. First Steps. B. First Steps.	Imitation.	General knowledge.
II.	C. First Steps. D. First Steps.	Imitation.	General knowledge.
III.	No. 3 Standard.	Form.	Accuracy, or legibility.
IV.	No. 4 Standard.	Form.	Accuracy, or legibility.
V.	No. 1 Movement (1st sem.) No. 5 Standard (2d sem.)	Movement. Form.	Speed. Accuracy, or legibility.
VI	No. 2 Movement (1st sem.) No. 6 Standard (2d sem.)	Movement, Form, arrangement.	Speed. Elegance and neatness.
VII.	No. 1 Business-Social.	Style. Order.	General knowledge, elegance, neatness.
VIII.	No. 2 Business-Social.	Style. Order.	General knowledge, elegance, neatness.

Drawing and Color Work.

1. Drawing.

FIRST GRADE.

First Semester: Teach position at desk; pencil holding; centre of spaces; middle of lines, edges, etc.; direction; as, right, left, forward, backward, up, down, slanting to right and left.

Recognition of straight and simple curved lines.

Drawing of straight and curved lines in the directions just named.

Free practice in movement exercises.

Recognition and drawing of the circle, triangle, square, oblong and ellipse.

Simple arrangements of these planes.

Dividing the slate or paper into two, four and six equal parts.

Drawing of simple objects mainly based on the planes named above

Second Semester: Recognition and drawing of the semi-circle, right sharp and dull angles and their corresponding triangles.

Use of these type forms as units of simple designs.

Introduce line tinting. Teach the drawing of triangular, square and oblong plinths, followed by the cube and square prism.

Draw similar objects based on the type forms given.

Continue movement exercises.

SECOND GRADE.

First Semester:

Review of essentials of first year's work.

Teach double curves, mixed or composite line, parallel and radiating Teach the oval, cylinder and hemisphere.

Draw border designs, corner ornaments, units grouped around center and all-over designs.

Practice tinting and shading; apply same to designs as occasion suggests.

Draw simple rosettes and panel designs.

Draw objects similar in form to the type forms given.

Draw from natural objects of similar shapes to the type forms given.

Draw such objects as may be given by the Director of Drawing.

Second Semester:

Practice drawing simple scrolls.

Draw the cone showing base.

Do advanced work along the lines planned for the First Semester.

Practical constructive work will be done with scissors, knife and fingers, using paper, cardboard, paste and clay.

THIRD GRADE.

First Semester.

Execute the work given in the first half of Prang's Drawing Book No. 1, with such supplemental work as may be supplied by the Director of Drawing.

Second Semester.

Execute the work given in the second half of Prang's Drawing Book, No. 1, as supplemented by the Director of Drawing.

FOURTH GRADE.

First Semester.

Execute the work given in Prang's Drawing Book, No. 2, as changed and supplemented by the Director of Drawing to conform to the line of work arranged by him.

Second Semester.

Use semi-blank book and loose sheets.

Introduce use of compass in drawing circles, arcs, parallels, bisecting lines, angles, etc.

Practice in mensuration drawing.

Practice in the use of the fifth-tenth and sixth-twelfth of an inch scales.

Draw the cone and square pyramid in various positions with shade and shadow.

Draw hexagonal and octagonal prisms, solid and hollow, below and above the level of the eye.

Draw objects hexagonal and octagonal in shape.

Draw scroll ornaments; draw simple geometrically constructed figures.

FIFTH GRADE.

First Semester.

Execute the work found in Thompson's Short Course Drawing, No. 5, with such changes and additions as prescribed by the Director of Drawing.

Teach and practice the elements of constructive geometry as given by the Director. Do simple work in pen drawing.

Second Semester.

Use semi-blank book having water color paper.

Continue constructive geometric work, including simple working drawings.

Draw the solid pentagonal, hexagonal and octagonal prisms divid into triangular prisms with shade and shadow expressed with brush.

Use the standard diagram for perspective.

Draw objects similar in form to the prisms named above.

Draw and compute the superficial and solid contents of a given hexagonal prism.

SIXTH GRADE.

First Semester.

Execute the work found in Thompson's Short Course Drawing Book No. 6, as modified and supplemented by the Director of Drawing. The supplemental work will include the continuation of constructive work applied to mechanical drawing.

Second Semester.

Use semi-blank book with water color paper.

Draw pentagonal rosettes and ornamental figures pentagonal in construction.

Draw pentagonal plints in parallel perspective.

Draw high and low relief panels and ornaments on same and finish in color.

Continue constructive geometry as applied to drafting.

SEVENTH GRADE.

First Semester: Execute the work given in Thompson's Short Course Drawing Book No. 7, supplemented and changed to correspond with the course of geometric constructive work planned for our schools

Draw type forms in angular perspective.

Second Semester: Use semi-blank book with water color paper.

Draw heptagonal rosette.

Draw heptagonal plinth, with high and low relief panels and ornament.

Draw and color samples of historic ornament found in Thompson's No. 7, Drawing Book.

Continue constructive geometry and mechanical drawings.

EIGHTH GRADE.

First Semester: Execute the work found in Thompson's Short Course Drawing Book No. 8, with changes and additions as directed by Director of Drawing, to the end that the plan in industrial drawing mapped out as a course may be followed.

Draw the prescribed exercises in parallel and angular perspective.

Advanced work in mechanical drawing.

Second Semester: Use semi-blank book with water color paper.

Draw historic ornament for color work. Continue geometry and mechanical drawing.

Advanced exercises in light, shade and shadow.

Draw designs selected by the pupil to illustrate beautiful form, color and design.

NINTH GRADE.

First Semester: Use semi-blank book made of good water paper.

Work in advanced general drawing including perspective, light, shade and shadow, historic ornament and architecture.

The principles of design.

Advanced work in constructive geometry and mechanical drawing. Short lectures on art subjects.

Second Semester: Continuation of work given in First Semester and preparation of final specimens.

H. Color.

The color plan for each grade is exemplified from charts, drawings, etc., and by exercises by the pupils.

The pupils use colored crayons for paper in the lowest grades, and water colors in upper grades. Crayons and water colors are put up in boxes containing the six standards and gray.

The six standards are: Red, orange, yellow, green, blue and violet. The following letter signs are used: R, red; O, orange; Y, yellow; G, green; B, blue; V, violet; Blk, black; W, white; Gr, gray; T, tint, and S, shade. Harmony of color will be observed in the work of each grade.

FIRST GRADE.

First Semester: Recognition of the six standards, black and white, in the order of simple complementaries, R and G; B and O; Y and V; Blk and W.

Naming colors of similarly colored objects.

Second Semester: Advanced exercises in work begun in the First Semester.

Arrangement of plane type forms in standard colors into borders and other simple repeat designs.

SECOND GRADE.

First Semester: Arrangement and naming of the six standard colors in prismatic order, i. e., R, O, Y, G, B, and V. Arrangement by twos and threes of pleasing colors in simple designs. Use of gray as background

Second Semester: Recognition of one tint and one shade of each standard color.

Colored crayons are recommended for use in Second and Third Grades.

THIRD GRADE.

First Semester: Exercises in white, black and light, middle and dark gray.

Development of work assigned to Second Grade.

Second Semester: Designating primaries and secondaries, and how to produce secondaries from primaries.

Paint the six standard color scale.

Paint designs using a standard, one tint and one shade for each design.

FOURTH GRADE.

First Semester: Teach recognition and use of two tints and two shades of each standard color.

Use advanced designs for practice of previous items of instruction.

Second Semester: Teach tinged grays. Practice more difficult designs in colors already given. Draw and paint the six-rayed color star or rose.

FIFTH GRADE.

First Semester: Have the twelve-rayed color star painted, and teach and use the simple complementaries.

Practice in painting rounded surfaces and drawing designs given for constructive drawing.

Second Semester: Paint the circular color scale composed of six standards and two grays, using the black separating line.

Paint constructive designs given in regular drawing work.

SIXTH GRADE.

First Semester: Practice in the use of three- and five-toned scales of color or dominant harmony.

Second Semester: Take up work in complementary harmony.

SEVENTH GRADE.

First Semester: Take up analogous harmony composed of colors closely related in the spectrum.

Second Semester: More advanced work in complementary and analogous harmonies.

EIGHTH GRADE.

First Semester: Harmony of hues and general color work. Short lectures on color.

Second Semester: Advanced work in the several harmonies given.

NINTH GRADE.

First Semester: Work in perfected harmony and reviews. Short lectures on color.

Second Semester: Color perspective and general advanced color work.

Schedule of the Director of Drawing.

	A. M.	P. M.
MONDAY:	East Main.	East Main.
TUESDAY:	High School, Commercial.	High School, Literary.
	South Fifth Street.	South Third Street.
WEDNESDAY:	Central School.	Texas.
		Central School.
THURSDAY:	West End.	North Fourth Street. (two rooms)
		North Third Street.
FRIDAY:	North Fourth Street.	Woodside.
		South Fifth Street, (one room.)
		Franklin School.

Music.

The object of instruction in Music in our Public Schools is, to train the voice; to develop the moral and aesthetic faculties; to cultivate the children's natural love of music; and to train physically all the organs of the body which are called into use by singing, and all the mental faculties that are required in reading music at sight. As only the complete song contains all the elements needed for proper instruction in singing, such as melody, rhythm, sentiment, breathing, tone production, enunciation, etc., it should be employed as the primary source of all musical work in the school, and should therefore be the basis as well as the object of all instruction in music. So in teaching rote songs, the whole song is first presented, then phrase by phrase, great care being taken to develop good tone production and distinct utterance. In order to guard against loud and harsh singing, which is the usual tendency of children, head tones, instead of chest tones, should be used; and a soft, round, musical quality of tone insisted on. Pitch should always be determined before beginning a song, and should range from E flat on the first to F on fifth line.

The First and Second Grades are taught rote songs; names of tones (1, 2, 3, etc.); definitions of measures, bar, clef, staff, value of whole, half and quarter notes; scale in all positions on the staff: intervals 1, 3, 5, 8 and 1, 4, 6, 8,; exercises in simple time. The formation of the habits of attention, position, and pure tone production constitute a large part of the first year's work. The Second Grade is taught also pitch names (of lines and spaces on the staff); use of bars, rests, time signatures, sharps and flats (from one to four), intervals and sight-reading practice.

The Third Grade begins with First Music Reader. The Educational Music Course presents the study of music from the aesthetic side, in a simple and natural manner. It is carefully graded, presenting one difficulty at a time, and is so aranged as to appeal to the regular teacher. Each principle is applied first in exercise and afterwards in songs. The musical points to be studied are indicated at the head of the pages, so that the teacher knows definitely what each lesson is to emphasize, and can work intelligently. Many of its exercises are more than usually interesting, and its songs have been carefully selected. Over one hundred standard composers are represented. The problems and difficulties are evenly distributed throughout the series of readers. The special fruits brought forth in each are here given:

THIRD. GRADE. (Book One.)

The text-book deals with the simplest proposition of time and tone relation, in what are styled the nine common keys; varieties of measure and rhythm, and the divided beat of two equal sounds. The study of chromatics begins with the presentation of sharp four. Nine different keys are given, and two-part songs introduced.

FOURTH GRADE. (Book Two.)

Sharp-four and flat-seven in their diatonic and chromatic character (the most important sharp and flat of the scale); diagrams at the beginning of each key are useful, showing its origin and explaining signatures, etc. Graded two-part exercises and songs.

FIFTH GRADE. (Book Three.)

Chromatic scale; all the chromatic tones given in each key, first presented in exercises, then in songs. Miscellaneous songs follow the graded.

SIXTH GRADE. (Book Four.)

The minor mode; treatment of all the keys, major and minor; three-part song; minor intervals in separate exercises show the beauties of tone relationship.

SEVENTH AND EIGHTH GRADES. (Book Five.)

Review, and conclusion of major and minor keys; examples in modulation; continuation of three-part song also with bass staff.

Four patriotic songs are given in each reader.

NINTH-TWELFTH GRADES.

Practice singing is conducted once a week for twenty minutes by the Supervisor, who also conducts the singing in chapel on several other mornings.

The regular practice book used is The Beacon Song Collection, Number One.

A girls' glee club meets with the Supervisor for occasional drill.

EMMA H. METCALF, Supervisor.

Schedule of the Supervisor of Music.

	A. M.	P.M.
Monday.	Central.	Central.
Tuesday.	North Fourth	Woodside and North Third
Wednesday.	East Main.	Mill.
Thursday.	South Fifth.	West End.
Friday.	South Third.	Texas and Franklin.

Instruction to the High School: Monday, 8:40-9 o'clock

Morals and Manners.

It is expected that both by precept and example the pupils will be trained to an appreciation of the guiding principles of Ethics, and a desire to observe them; also that they learn the common rules and usages of polite behavior. Development in the knowledge and use of these essentials is largely a matter of growth by daily custom and understanding. Hence, much depends on the order and discipline of the school, the breeding of the Teacher, and the knack of drawing profitable food for thought and judgment in these matters from the events of school life. The school-room is a little world and in it all the general social usages may be learned and practiced. Polite treatment of each other begets unselfishness in pupils. In all things, at all times, the Teachers ought to be models in true etiquette for the pupils to follow. A smooth, sweet voice; gentle manners; a pleasant smile; a sympathetic attitude; reproaches that breathe more of regret than of indignation; and inevitable "please," "thank you," and "excuse me," are qualities most desirable in a teacher's personality for this very important part of her work and influence: and they can all be secured by faithful practice. Physical Culture, intelligently conducted, will help very much to secure proper behavior by the children. The cultivation of a disposition towards the best in thought, word, and deed, may be largely secured through interest in the experience of the characters presented in certain books of juvenile fiction, especially those written by Jacob Abbott. For this reason particularly, the Teachers read to the pupils the books sent to them by the Superintendent for the purpose. The course in this special reading changes with varying needs, but in the main follows this plan:

FIRST GRADE.

Selections from modern primers, and stories from the "Plan-Book," and from teachers' papers.

SECOND GRADE.

The Story Hour; by Kate Douglas Wiggin.
Through the Looking Glass; by Lewis Carrol.
Alice in Wonderland; by Lewis Carrol.
Rollo Learning to Read; by Jacob Abbott.

THIRD GRADE.

Rollo at Work, and at Play; by Jacob Abbott.
Rollo at School and in Vacation; by Jacob Abbott.
Little Lord Fauntleroy; by Frances Hodson Burnett.
The King of the Golden River; by John Ruskin.

FOURTH GRADE.

Rollo's Travels and Correspondence; by Jacob Abbott.
Malleville and Wallace; by Jacob Abbott.
Jonas's Stories, and Jonas as a Judge; by Jacob Abbott.
Caleb in Town and Country; by Jacob Abbott.

FIFTH GRADE.

Jonas on the Farm; by Jacob Abbott.
Rollo's Experiments and Museum; by Jacob Abbott.
A Dog of Flanders; by "Ouida."
The Nurnberg Stove; by "Ouida."
Mary Erskine and Mary Bell; by Jacob Abbott.
Caroline and Agnes; by Jacob Abbott.

SIXTH GRADE.

Beechnut and Rodolphus; by Jacob Abbott.
Ellen Lynn and Stuyvesant; by Jacob Abbott.
Guy Carlton; by Daniel Wise.
Jessie Carlton; by Daniel Wise.

SEVENTH GRADE.

Dick Duncan; by Daniel Wise.
Walter Sherwood; by Daniel Wise.
Kate Carlton; by Daniel Wise.

EIGHTH GRADE.

The Story of a Bad Boy; by T. B. Aldrich.
"Don't."

NINTH AND TENTH GRADES.

Before He is Twenty; by Edward Bok.
Successward; by Edward Bok.
Side Talks with Girls; by "Ruth Ashmore."

ELEVENTH AND TWELFTH GRADES.

The Young Woman in Business; by "Ruth Ashmore."

The Well-Bred Girl in Society; by Mrs. John Sherwood.

The Teachers in all grades are requested to give their pupils suitable talks on manners, as occasion offers. "Lessons on Manners," by Edith F. Wiggin, will be found useful as a source of material. The following topics may be suggestive:

Manners in General: Their motive and value. The Golden Rule Need of constant practice. Learning by observation.

Manners at School: Entering anl leaving room. Laughing at mistakes or accidents. Conduct if accidents occur. Treatment of new pupils. Reception of visitors, and conduct in their presence. Raising hands. Rights of property. Distributing and collecting material. Borrowing and lending. Conduct at the drinking place. Talking about one's self boastingly, or of home affairs.

Manners at Home: Politeness to parents, between brothers and sisters, and to servants. Treatment of company: callers and visitors, grown-up company, young company.

Manners at the Table: Promptness in coming to the table. When to be seated. Waiting one's turn to be served. Beginning to eat before others. Asking for articles of food, how, when, and where. Criticism of food on the table. Use of napkin, knife, fork, and spoon. Haste in eating. Attention to wants of others. Conduct in case of accidents. Mention of unpleasant subjects. Use of tooth-pick. When and how to leave the table. Quietness of movement. Observance of table manners in others.

Manners Toward the Aged: Respectful treatment at all times. Mistakes in grammar and pronunciation. Attention to remarks and questions. Patience in repeating answers. What to talk of and to read to them. Waiting on them and saving steps. Giving them the best seats. Helping them first at table. Giving up seats in cars and public places to them. Never letting them feel in the way.

Manners in Society: Entering and taking leave. Removal of hat and care of wraps. Various courtesies. Staring at or speaking of defects or infirmities. Treatment of accidents and mistakes. Whispering, laughing, and private conversation. Sitting still gracefully. Attention to one's dress or matters of toilette. Inattention to the company present. Introductions. Bows and shaking hands. Giving proper titles. Attention in conversation. Attention to reading or music. Looking over another's shoulder. Reading letters. Interest in what is shown us. Asking questions of strangers. Contradicting statements. Doing our part.

Manners at Church: Punctuality. Manner of entering. Courtesy toward ladies. Courtesy toward strangers. Whispering, laughing, or moving about. Dress at church. Turning the head to stare at the congregation, or to see who comes in. Attention to the service. Drop-

ping books. Manner of leaving. Conforming in general to the customs in strange churches. Criticism of sermon, music, etc., and of the dress of others, in bad taste ordinarily.

Manners at Places of Amusement: Punctuality. Finding seats. Walking quietly. Gazing about and making criticisms. Talking and laughing. Applause. Courtesy to others. Time and manner of leaving. Crowding.

Manners in Stores and Public Places: Shutting doors. How to ask for articles in stores. Making trouble for clerks. Handling goods. Finding fault with articles or prices. Courtesy to others. Courtesy to clerks. Conduct in the post-office. Visiting railway stations.

Manners in Traveling: Politeness in the waiting room. Buying tickets. Getting on and off the train. Obtaining and occupying seats. Offering seats to women. Leaving seats temporarily. Talking, laughing and eating. Taking a seat with another. Courtesy toward officials. Courtesy toward fellow travelers. Conduct if delay occurs. Behavior at refreshment places.

Manners in Offices: Entering, sitting, waiting. Hats off for boys and men. Accosting employes. Approaching desks. Transacting one's business concisely and rapidly. Loitering and lounging in places of business.

Salutations: Proper forms of expression. Pleasant countenance. Lifting hat to ladies. Touching hat to school officials, by boy pupils. Modern custom of gentlemen to touch or raise the hat to each other, when meeting or taking leave.

Discipline:

The purpose of Discipline is two-fold: educational and economic. It saves time and effort, and so serves teachers and pupils. It trains pupils to habits of order and method; instills a respect for proper authority and system, whereby work is most effectively accomplished; inculcates self-restraint; promotes the recognition of justice, equality, and co-operation, and so prepares for citizenship. Good discipline in the Public Schools thus serves the Republic as a most powerful agency is forming the habit and developing the instinct of good government in its future supporters. This should be one of the most satisfactory lessons taught in school, as well as in the home. The Teacher therefore should be a just judge and ruler, tempering justice with mercy, and strong in the confidence of her pupils by reason of her own exemplification of self-restraint, equity, and human sympathy.

Rules should be plain and few, and the reason for them well perceived. They should be strictly enforced, without partiality. Teachers should be strong in their sense of right, but quiet and without a show of anger or irritation in administration. Order in schools is to be maintained primarily for the benefit of the pupils, that they may accomplish under suitable conditions the object of their attendance; secondarily, it is necessary in behalf of the Teacher. Anything that savors of tyranny, spite, unreasonableness, partiality, or injustice in any form, will not be upheld. Teachers ought not to consider any portness or misdoing of their pupils as a perdsonal affront, but rather as an offense against the school as a body. The purpose of punishment is not revenge, nor an infliction of pain to satisfy a love of torture; but the prevention of a like transgression in the future. Punishment is a sort of amend for an offense, and after its infliction the case is closed, and should be forgotten. Bodily punishment is sometimes a necessary resort, and better be inflicted in the presence of the Principal, and with the sanction of that official. It must never be cruel, nor undignified. Slapping the face, pulling the ears, or other such indignities, may better be avoided, however strong the incentive. Bodily punishment, indeed, should be administered after school, when the excitement of the offense has abated, and when the Teacher can be perfectly calm; and it should be only of the species endorsed by the best authorities on school discipline. Sometimes parents ask to have their children flogged, preferring to delegate to the Teachers the disagreeable task that often properly devolves on the home. In such cases the Teachers should be actuated entirely by what seems best for the children, instead of the desires of the parents. When in doubt, it is best to consult the Superintendent.

Ordinary forms of punishment may be of such a nature as to deter offenders from continuing in the species of misconduct, without involving chastisement. They should be such as to convince the offenders of the folly of opposition to authority and order. If a task is unperformed, at the appointed time, the necessity imposed on the offender of performing it at a special time, after school, is usually sufficient punishment. If a rule is violated, let some privilege be temporarily withheld. A frank, but kindly worded talk with an offending pupil, after school, ought usually to attain the desired result, and prevent severer measures. It is a fact that any seeming necessity for frequent corporal chastisement or other extreme punishments is a sure evidence of one or the other, or both of two things: incapability in the Teacher, and a lack of proper training previously in the offending pupils. When apologies are

required, the spirit should often be accepted in place of much oral expression, as the proper wording comes not easy even to experienced adults. A written apology or promise of future good-behavior, properly signed, to be kept on file in the Teacher's desk, is recommended in cases where the gravity of the offense seems to call for some formal recognition of what is involved.

The most powerful help to the cause of good order is awakened interest and plenty to do. Noise is not disorder if it legitimately springs from eagerness in work. Insistence on the proper positions at the seats, and carriage in walking about, will do away with opportunities for mischief. Physical Culture exercises will subdue tendencies to restlessness, another fruitful source of misdemeanor. Teachers should be careful to conform to the regulations they make for their pupils, in so far as they find them applicable.

Physical Culture.

Rational, systematic exercise, adapted to the limited space of the school-rooms, and requiring no apparatus or special costume, is a necessity, if the physical health and development are to be considered.

The following series of exercises promotes both museular training and graceful movement, and is an adaptation of the successful Preece system. Its perfected use will prove to be very helpful to discipline. Two periods, of five minutes each, should be devoted to the practice of two or three movements daily, care being taken to select such as give proper variety. The prescribed positions and carriage in sitting, standing and walking are to be enforced constantly in school time. The Teacher must always lead the exercises, not entrusting them to a pupil, and must always count aloud the time, with or without music, during the practice.

The proper benefit from these recreations will be gained only if the Teachers show themselves heartily enthusiastic. Don't be lackadaisical. An invigorating afterglow will follow the correct use of the exercises, and its absence will betoken an inefficient use of them. The "stretch" should be used at the close of each exercise. The count is always 1, 2, 3, (waltz time), and unless contrarily directed the second attitude is used when standing.

As one's mental state is usually indicated by his physical carriage, so it is thought that proper physical positions will induce corresponding mental dispositions. The loafer, the sloven, the braggart, the boor, the indolent or careless person, has each his characteristic attitudes. In the period of childhood, then, when character is being formed, will not the habitual use of attitudes natural to true manliness or womanliness conduce to the corresponding mental characteristics?

The lounging boy or lolling girl is likely to grow up with a corresponding disposition of mind. If we can overcome that physical disposition to lounge or loll, there seems likely to be a healthful re-action on the mental state.

The Teacher should use her left limbs when the pupils use their right, (and vice versa), to avoid confusion as she faces them.

The permanent test of the Teacher's work in Physical Culture lies not in how the pupils do the exercises, so much as how they sit and stand at other times during the day.

The movements must be easy throughout and rhythmical without jerks, the purpose being to train the muscles, not to strain them.

Law: The strong arm and the strong leg must be on the same side of the body. Only exception: Strong arm and free leg exercise.

Move only the part of the body required in the exercise.

After taking an exercise on one side, change the strong leg and repeat, that all parts of the body may be equally used.

Do not take any exercise any given number of times, but until all are working in harmony.

General Exercises.

1. Rest position. (Lean back, relax hands, cross feet.)
2. Active position. (Body erect, feet flat on floor, arms on desk.)
3. Leg work, preparatory to rising. (Hands at side. Foot in aisle.)
4. Rising. ("Please rise.")
5. Standing position. First attitude. Second attitude.
6. Leg work, preparatory to sitting.
7. Sitting. 1. Active position. 2. Rest position.
8. Stretching exercises of arms. 1. Vertical. 2. Horizontal.
9. Marching. Observe laws:
   (a) Head erect.
   (b) Chest leading.
   (c) Abdomen drawn in.
   d) Walk in straight line
   (e) All of foot down.
   (f) Weight on ball of foot.
   (g) Arms hanging at side.

First attitude: Military position.

Second Attitude: Strong and free leg; free leg front.

The laws of marching apply also to going up and down stairs.

FIRST GROUP.

Lifting and dropping of arms.

(Taken either sitting, or standing in second attitude.)

Strong arm and free leg.

Relaxed hand work. (Dropping, rotary, whirling, dropping water.)

SECOND GROUP.

Chest movement of arms.

Arch movement of arms.

Downward side movement of arms.

Shoulder movement of arms.

Alternate shoulder movement of arms.

Oblique shoulder movement of arms.

Swimming movement of arms.

Arm movement from hips, chest, eyes, head, and back of head, meeting backs of hands.

THIRD GROUP.

Head movement backward, right and left.

Right foot forward—back. Left foot forward—back. Alternate. Repeat with swinging arms.

(Faults to be avoided in walking: Stiff legs, too rapid uplifting of toe or heels, leaning over, tripping gait, dancing gait, arms held stiffly forward or moving about excessively, too rapid a gait, creeping or slipping gait, too heavy a step.)

FOURTH GROUP.

Knee movement, each leg.

Hip movement, each leg.

Foot extension. Repeat with swinging arms.

Right arm whirl.

Left arm whirl.

Both arms whirl.

FIFTH GROUP.

Finger stretching and spreading.

Both feet pivot. (First attitude).

Repeat with swinging arms. (First attitude.)

Body over, arms back. (First attitude.)

Head down, arms up. (First attitude.)

Free leg forward bend.

Free leg backward bend.

SIXTH GROUP.

Slide free foot back of strong—return.
Free leg forward bend with swinging arms.
Free leg backward bend with swinging arms.
Complex movement of legs.
Complex movement of legs, with swinging arms.
Yankee Doodle walk.

SEVENTH GROUP.

(Chart Work.)

Vertical line.
Horizontal line.
Oblique line.
Right and left oblique combined.
First set of arcs.
Second set of arcs.
Third set of arcs.

EIGHTH GROUP.

Second attitude forward bend.
Second attitude forward bend with arms stretching. (Horizontal.) and vertical.)
Arms swinging from chest.
Arms swinging from shoulder.
Oblique arm swinging.

NINTH GROUP.

Alternate free leg and strong arm.
Strong arm and head toward right.
Both arms and head toward right.
Change strong arm and repeat toward left.

TENTH GROUP.

Swing right arm front and back of hip.
Swing left arm front and back of hip.
Swing both arms front and back.
Body over right, return. (First attitude.)
Body over left, return. (First attitude.)
Body over front, return. First attitude.)

ELEVENTH GROUP.

Body over left, raise arm over head.
Body over right, raise arm over head.
Body over front, swing arms back.
Body over back, swing arms.

TWELFTH GROUP.

Strong arm and head upraised; return.
Both arms and head upraised; return.
Strong arm and head lowered; return.
Strong arm and head oblique.

THIRTEENTH GROUP.

Butterfly movement of arms.
Butterfly movement of arms and legs.
Minuet walk.

FOURTEENTH GROUP.

Balance step.
Balance step with arm work.
Basket step.
Basket step with arm work.

FIFTEENTH GROUP.

Right leg free, touch toe five times, step.
Left leg free, touch toe five times, step.
Raise knee, stretch leg, step.
Raise foot backward, swing forward, step.

SIXTEENTH GROUP.

Swing right leg five times, step.
Swing left leg five times, step.
Twist body to right.
Twist body to left.
Step interlacing.
Step interlacing with swinging arms.

CHOREGRAPHY WORK.

To be learner from outline of figures on board or chart.

The Course.

FIRST AND SECOND GRADES.

General exercises.
Groups I, II, and VII.
Foot extension, Group IV.
Butterfly movement, Group XIII.
Balance step, Group XIV.
Choregraphy work as dictated.

THIRD AND FOURTH GRADES.

Thoroughly review all previous work.
Groups III and IV.
Basket step, group XIV.
Choregraphy work as dictated.
(Fourth Grade may also have Group V.)

FIFTH AND SIXTH GRADES.

All previous work reviewed.
Group VI, VIII, and IX.
Choregraphy work as dictated.

SEVENTH AND EIGHTH GRADES.

Review all previous w rk.
Groups X. XI, XII, and XIII.
Choregraphy work as dictated.

High School.

Faculty.

T. MARTIN TOWNSEND, A. M., Superintendent.

EDWARD P. CHILDS, B. S., Principal.
Mathematics and Sciences.

ROBERT O. AUSTIN, B. L., Assistant Principal.
Mathematics and Sciences.

FRED H. OTTMAN, A. B., Director Com. Dep't.
Commercial Branches.

JOHN ALFRED TAIT, A. B., Com. Dep't.
English, Mathematics, etc.

JANE JONES,
History, Mathematics, Sciences.

HARRIET JONES,
Rhetoric, Mathematics, Composition.

ANNA M. WOTRING,
German.

MAY E. MOORE, A. B.,
English Classics, Literature.

CAROLINE ALLEN, A. B.,
Latin, Greek.

KATE FOOS,
Assistant in German.

F. G. STEELE,
Drawing.

EMMA H. METCALF,
Music.

ELEANOR AVERY.
Librarian.

COURSES OF STUDY. (Figures designate semesters.)

	LATIN.	GERMAN.	ENGLISH.	COMMERCIAL.
Ninth Grade.	Beginning Latin, 1, 2 Algebra, 1, 2 Comp.-Rhetoric, 1, 2 Physiology, 2 Drawing, 1, 2	Beginning German, 1, 2 Algebra, 1, 2 Comp.-Rhetoric, 1, 2 Physiology, 2 Drawing, 1, 2	Algebra, 1, 2 Comp.-Rhetoric, 1, 2 Etymology, 1 Physiology, 2 Drawing, 1, 2	Writing, 1, 2 Book-keeping, 1, 2 Comp.-Rhetoric, 1, 2 Drawing, 1, 2 Com. Arithmetic, 1, 2
Tenth Grade.	Second Year Latin, 1, 2 Physical Geography, 1 Geometry, 1, 2 General History, 1, 2 Botany, 2	German, 1, 2 Physical Geography, 1 Geometry, 1, 2 General History, 1, 2 Botany, 2	Geometry, 1, 2 English Classics, 1, 2 General History, 1, 2 Physical Geography, 1 Botany, 2	Book-keeping, 1, 2 Stenography, 1, 2 Type-writing, and Bus. Correspondence, 1, 2 Com. Geography, 1 History of Commerce, 2
Eleventh Grade.	Cicero, 1, 2 Physics, 1, 2 English History, 1 English Literature, 2 English Classics, 1, 2	German, 1, 2 Physics, 1, 2 English History, 1 English Literature, 2 English Classics, 1, 2	Advanced Algebra, 1 Physics, 1, 2 English History, 1 English Literature, 2 English Classics, 1, 2 Arithmetic, 2	Stenography (dictation) 1, 2 Type-writing (transcribing) 1, 2. Civics, 1 English Classics, 1, 2 Business Law, 2
Twelfth Grade.	Virgil, 1, 2 Civics, 1 American Literature, 1 Mythology, 2. Astronomy, 1 Reviews, 2 Geography, 2	German, 1 Civics, 1 American Literature, 1 German Composition, 2 Astronomy, 1 Reviews, 2 Geography, 2	Civics, 1 Astronomy, 1 Zoology, 1 American Literature, 1 Chemistry, 2 Reviews, 2 Geography, 2	Stenography, (off. prac.), 1, 2. Economics, 1 Physical Geography, 1 Physiology, 2 American History, 1 English History, 2 Business Practice, 2

List of High School Text-Books.

(Fall 1901.)

ASTRONOMY—Young.
ALGEBRA—Wenthworth, New School.
ARITHMETIC—
BOTANY—Bergen's Foundations.
BOOK-KEEPING—Williams & Rogers. (Business Practice System)
BUSINESS LAW—Hamilton.
COMPOSITION RHETORIC—Herrick & Damon.
COMMERCIAL ARITHMETIC—Packard.
COMMERCIAL GEOGRAPHY—Tilden.
CIVICS—Macleery.
CHEMISTRY—Williams.
DRAWING—Blank book, practice paper, 6-inch rule, compass.
ETYMOLOGY—Reed & Swinton.
ENGLISH CLASSICS—As announced.
ENGLISH HISTORY—Montgomery.
ENGLISH CORRESPONDENCE—Earnest-Rowe.
GEOMETRY—Wentworth Revised.
GERMAN—Joynes-Meissner Grammar.
Lange's German Method for Beginners.
Bronson's Colloquial German.
Studien und Plaudereien, Volume I.
Selected German Texts, as announced.
GENERAL HISTORY—Myers.
LATIN—Collar & Daniel, First Latin Book.
Harkness, Latin Grammar.
Bennett's Latin Prose.
Second Year Latin, (Greenough, D'Ooge & Daniel.)
Harper & Miller's Cicero.
Harper & Gallup's Virgil.
LITERATURE—American, Watkins.
English, Pancoast.
MYTHOLOGY—
PHYSICS—Henderson & Woodhull, Twentieth Century Series.
PHYSICAL GEOGRAPHY—Tarr.
POLITICAL ECONOMY—
PHYSIOLOGY—Cutter's Comprehensive.
STENOGRAPHY—Kimball.
SPELLING—Sadler-Rowe.
ZOOLOGY—Jordan, Animal Life, Twentieth Century Series.

English Classics.

(College Entrance Requirements.)

1. READING.

	1902.	1903.	1904.
Shakespeare, Merchant of Venice,	"	"	"
Shakespeare, Julius Caesar,		"	"
Addison, De Coverley Papers,	"	"	"
Tennyson, The Princess,	"	"	"
Lowell, Vision of Sir Launfal,	"	"	"
Scott, Ivanhoe,	"	"	"
Coleridge, Ancient Mariner,	"	"	"
Pope, Iliad, I, VI, XXII, XXIV.	"		
Goldsmith, Vicar of Wakefield,		"	"
Cooper, Last of the Mohicans,		"	
George Eliot, Silas Marner,		"	"
Carlyle, Essay on Burns,		"	"

II. STUDY AND PRACTICE.

Shakespeare, Macbeth,	"	"	"
Milton, L'Allegro, Il Penseroso, Comus, Lycidas,	"	"	"
Macaulay, Milton and Addison,	"	"	"
Burke, Conciliation with America,	"	"	"

English Classics.

(To be read in 1901-1902.)

TENTH GRADE.

Sir Roger de Coverley Papers. (American Book Company.)
Ivanhoe. (Macmillan's Pocket Edition.)
The Rime of the Ancient Mariner. (Scott, Foresman & Company.)

ELEVENTH GRADE.

The Princess. (Macmillan's Pocket Edition.)
The Merchant of Venice. (Heath & Company's Arden Edition.)
Macaulay's Essay on Milton. (Ginn & Company.)
Milton's Minor Poems (Macmillan's Pocket Edition.)
The Vision of Sir Launfal. (Macmillan's Pocket Edition.)

German.

NINTH GRADE: Stern's Studien und Plaudereien, First Series; Bronson's Colloquial German.

TENTH GRADE: Joynes-Meissner Grammar; Bronson's Colloquial German; Andersen's Bilderbuch ohne Bilder; Andersen's Marchen.

ELEVENTH GRADE: Joynes-Meissner Grammar; Bronson's Colloquial German; Riehl's Das Spielmannskind; Freytag's Die Journalisten; Schiller's Maria Stuart; Schiller's Die Jungfrau von Orleans; selections in prose and poetry, from Goethe, Schiller, Lessing, Heine, Uhland, Ruckert, Hauff, etc.; selections from current literature in German magazines.

TWELFTH GRADE: Joynes-Meissner Grammar; Bronson's Colloquial German; sight reading; selected reading in prose and poetry from German authors; one-act comedies; Lessing's Minna von Barnhelm; Goethe's Hermann und Dorothea; Schiller's Wilhelm Tell.

TEXTS.

Published by D. C. Heath & Company:
Marchen; Bilderbuch ohne Bilder; Der Zerbrochene Krug; L'Arrabiata; Der Neffe als Onkel; Das Spielmannskind; Die Journalisten; Die Jungfrau von Orleans; Hermann und Dorothea.

Published by Henry Holt & Company:
Maria Stuart; Studien und Plaudereien; Minna von Barnhelm; Wilhelm Tell.

NOTE—The foregoing list includes all the books read during the past three years. Not all the books cited are read each year by the Eleventh or Twelfth Grade pupils.

The Art Collection.

Title.	Artist.	Date.
	HIGH SCHOOL.	
Aphrodite of Melos	Andros, of Antioch	Before Christ.
Hermes and infant Dionysus	Praxiteles (?)	4th c. B. C.
Reading from Homer	Frederick Leighton	Modern.
	CENTRAL.	
The Windmill	Troyon	Modern.
Head of the Boy Christ	Murillo	17th c.
Concord Bridge	From Nature	
Sistine Madonna	Raphael	16th c.
Feeding Her Birds	Millet	Modern.
Haying Time	Dupre.	Modern.
Stratford-on-Avon	From Nature.	
The Great Sphinx	Photographed from original	
Baby Stuart	Van Dyke.	17th c.
Valley of the Tocques	Van Marcke.	Modern.
The Sheep-Fold	Jacque.	Modern.
Angel Heads	Joshua Reynolds.	18th c.
Arch of Constantine, Rome	Photo. from original.	
	NORTH FOURTH.	
Head of the Boy Christ	Murillo.	17th c.
Angel Heads	Joshua Reynolds.	18th c.
The Windmill	Ruysdael.	Modern.
Stratford-on-Avon	From Nature.	
Washington Crossing the Del.	Emanuel Leutze.	Modern.
Sistine Madonna	Raphael.	16th c.
The Lane	Troyon.	Modern.
Courtship of Miles Standish	C. Y. Turner.	Modern.
King Charles I	Van Dyke.	17th c.
The Forrester's Family	Edwin Landseer.	Modern.
Set Elson Prints, Egypt	Photo. from originals.	
	NORTH THIRD.	
The Minute Man	Daniel French.	Modern.
Stratford-on-Avon	From Nature.	
The Fog Warning		Modern.
	EAST MAIN.	
The Minute Man	Daniel French.	Modern
Courtship of Miles Standish	C. Y. Turner.	Modern.
Head of the Boy Christ	Murillo.	17th c.
Prince Balthazar	Velasquez.	17th c.
	MILL.	
The Dying Gaul	Unknown Greek.	Before Christ.
Portrait of Merchant	Holbein.	16th c.
Sons of Rubens	Rubens.	17th c.
Madame Le Brun	Herself.	18th c.
Stratford-on-Avon	From Nature.	
Ann Hathaway's Cottage	From the original.	
	TEXAS.	
Madonna	Perugino.	15th c.
Portrait	Rembrandt.	17th c.

Title.	Artist.	Date.
	SOUTH THIRD.	
I Hear a Voice	Maud Earl	Modern.
The Monarch of the Glen	Edwin Landseer	Modern.
	SOUTH FIFTH.	
Landscape with Windmill	Ruysdael	Modern.
The Holy Family	Murillo	17th c.
Countess Potocka	Unknown	17th c.
Baby Stuart	Van Dyke	17th c.
Head of the Boy Christ	Murillo	17th c.
King of Rome	Lawrence	Modern.
Haying Time	Dupre	Modern
	FRANKLIN.	
Tribute Money	Titian	16th c.
Haying Time	Dupre	Modern.
	WEST.	
Concord Bridge	From Nature	
Mount Vernon	From Nature	
Courtship of Miles Standish	C. Y. Turner	Modern.
The Sheep-fold	Jacque	Modern.
	WOODSIDE.	
The Fog Warning		Modern.
"Man with the Slouch Hat"	Franz Hals	17th c.

NOTES ON THE COLLECTION.

The location of some of the original paintings and statues, represented in our collection by carbon photographs and engravings, with further information about several, is herewith given:

The Sistine Madonna, painted by Raphael for Pope Sixtus, whence its name; now in the Dresden gallery of old masters; the faces of the Madonna and Child are the most beautiful ever painted; the expression seems almost too celestial to have been made by human hands. Our photograph (and the same is true of all the photographs of works of art), is from the original canvas.

The statue of Hermes, only recently discovered, is at the museum in Athens. It is considered the finest ancient statue of the male figure. Praxiteles, the reputed sculptor, lived in the fourth century before Christ, and was much employed by Pericles, being considered the finest of Greek sculptors.

The statue of the Dying Gaul is in the Capitoline Museum, at Rome.

The statue of Venus was found in 1820 in the island of Melos, by two peasants, who sold it to the French consul, by whom it was despatched to the Museum of the Louvre, at Paris, where it holds the post of honor, being installed in a special alcove draped in crimson. On the pedestal, when found, was the inscription: "Andros, son of Menides, from Antioch on the Meander, made the work." When the statue was first found, its left arm was in existence, outstretched, and holding an apple; this was lost in the haste and difficulty of removal by night, secrecy and speed being necessary to prevent the claiming of the

statue by the local government. It is universally conceded to be the Queen of Statues.

The Holy Family, by Murillo, is in the Louvre, Paris.

The portrait of Madame Le Brun, is in the National Gallery, London.

The statue of the Minute Man is at Concord, Mass.

Washington Crossing the Delaware, is in the Metropolitan Museum, Central Park, New York City.

The Fog Warning, Boston Museum of Fine Arts.

Prince Balthazar is in the Prado, Madrid.

Landscape with Windmill is in the Rijks Museum, Amsterdam.

Countess Potocka is at the Berlin Gallery.

The Man with a Slouch Hat is at the Cassel Gallery.

The Head of Christ, by Murillo, is a detail in large group at the National Gallery, London.

Angel Heads, by Joshua Reynolds, is at the National Gallery, London.

King Charles I, by Van Dyke, is in the Berlin Gallery.

The Portrait of a Merchant is in the Berlin Gallery.

Tribute Money is in the Dresden Gallery.

Rules and Regulations of the Board of Education.

The Superintendent.

ELECTION.

The Superintendent shall be elected at the first regular meeting in May, unless another time be appointed by the Board. His term shall be for one or two years, as the Board may agree. His salary shall be fixed at the time of his election.

DUTIES:

1. The Superintendent shall be the executive officer of the Board, and shall be present at all meetings of the Board, unless excused by the President or unavoidably absent.

2. He shall act under the advice and direction of the Board of Education, and shall have the general supervision of the school property. He shall keep regular office hours in his office in the High School building, set apart for this purpose, and shall serve in the capacity of depository for the safety of all records, abstracts, and books belonging to the public school department. He shall give vigilant attention to the organization, government and instruction of the Public Schools, and as far as possible promote their interest and welfare.

3. It shall be his duty to see that the school-houses, the appurtenances, furniture and grounds are kept neat and in good order, to pay particular attention to the classification of pupils, to the character of instruction given, and to the mode of discipline adopted.

4. He shall call a general teachers' meeting on the Saturday preceding the opening of schools at the beginning of the school year, and such meetings—general and sectional—as he may deem necessary, for the purpose of mutual interchange of opinions and views relative to the modes of instruction, classification and discipline of the schools, the nature of our school system, and the best methods of accomplishing its objects.

5. He shall inspect all records, reports, etc., prepared by the Teachers, which are required by the Board, and give such instruction in regard to keeping them as will secure uniformity and accuracy.

6. He shall investigate all cases of misconduct or of discipline referred to him or brought to his notice on complaint of parent or guardian, and shall exercise full discretion in the premises. For offenses which in his judgement require it, the Superintendent shall have power to suspend pupils temporarily from the privileges of the schools, and shall immediately thereafter notify the parents of the pupil so suspended, also notify the Clerk of the Board of the same, having strict regard for the observance of the regulation provided in the school laws of Ohio, which reads as follows:

"Section 71. The schools established by this act shall be free to all youth between six and twenty-one years of age who are children, wards or apprentices of actual residents of the school district, and no pupil shall be suspended therefrom except for such time as may be necessary to convene the Board of Education of the district or local directors of sub-district, nor to be expelled unless by vote of two-thirds of said board or local directors, after the parent or guardian of the offending pupil shall have been notified of the proposed expulsion, and permitted to be heard against the same; and no scholar shall be suspended or expelled from the privileges of the schools beyond the current term.'

7. In case of sickness or necessary absence of any Teacher, the Superintendent shall fill the vacancy by temporary appointment of a teacher elect, or a contingent teacher.

8. He shall keep a record of his official acts, which shall be open to the inspection of the Board and the public at all times; he shall make out an abstract from the reports of the Teachers at the close of the school year, and any other reports required by the Board of Education, and an annual report, as may be directed, embracing a general review of the condition and progress of the schools, together with such facts and suggestions as may be of general interest, for publication. He shall also, in due time, send to each member of the Board through the post office, a written notice of all the regular meetings of the Board, and render such supervising assistance to the Board as may be required.

Duties of Principals.

1. The Principals shall co-operate with the Superintendent in the enforcement of the rules of the Board.

2. They shall have special supervision, under the direction of the Superintendent, over their respective buildings, grounds, fences, and other school property.

3. They shall have general charge of the discipline in their respective buildings, and special charge of the discipline in the halls and grounds; and may assign to other Teachers such duties as may best secure the proper deportment of all pupils.

4. They shall attend to all cases of discipline reported by Teachers, and are authorized to inflict such punishment as may be authorized by law and the rules of the Board of Education, and such as shall, in their judgment, be best for the pupils and the schools.

5. They shall have direct oversight of the duties of janitors, and shall report promptly any negligence on their part to the Superintendent.

Teachers.

All Principals and Teachers shall be elected annually at the second meeting in May, unless some other time be appointed by the Board. Their salaries shall be fixed at the time of their election. All incumbents shall be considered as applicants, unless they give notice of the withdrawal of their names.

DUTIES.

1. All the Teachers in the Public Schools are required to make themselves familiar with these regulations, and especially with that portion of them relating to their school duties. They are also required to take special pains to observe and carry into effect all the rules and regulations of the Board, and the directions of the Superintendent in relation to the instruction, classification, and discipline of their respective schools; and to attend punctually and regularly all the teachers' meetings, general or special, as may be directed by the Superintendent.

2. All the Teachers in the Public Schools are required to be in their respective school-rooms at least twenty-five minutes before the opening of school in the morning and afternoon, and open their respective school-rooms for the reception of their pupils.

3. Each Teacher shall have control of, and be responsible for, the government and instruction of the pupils under his or her charge during school hours. The reading of magazines or papers, writing letters, or pursuing any other personal or private object during school hours, is imperatively forbidden as inconsistent with fidelity and unity of purpose, the only guaranty of success in any calling.

4. During the time of recess, the Teachers are expected to bestow watchful care over the conduct of the pupils. They shall take charge of their respective halls and stairways, and see that all pupils march out and in by file, and shall endeavor to prevent disorder on the stairways, in the halls, and on the grounds.

5. No Teacher below the High School is expected to leave his or her school in charge of any of the Special Teachers, the latter to be regarded responsible only for the instruction in the branches which they are employed to teach, and not for the government of the pupils. No Teacher is expected to ask permission to dismiss school out of proper season for any purpose whatever, except in case of sudden illness or other pressing emergency.

6. In case of unavoidable detention from school, or temporary illness, Teachers shall forthwith inform the Superintendent, in order to secure a substitute as already provided for.

7. All the Teachers are required to take constant care that the school-rooms, the furniture and apparatus of the same, as well as all the property belonging to the school estate, be not defaced or injured in any manner by the scholars. They are further required to give constant and vigilant attention to the ventilation and temperature of their respective rooms, taking pains to secure such continual changes of the air at the recesses and during the morning and afternoon sessions of the school, as to prevent it from becoming impure.

8. In case of absence of a pupil, the Teacher shall, if convenient, give immediate notice to the parents or guardian, and if not convenient, such notice shall not be deferred longer than till the dismissal of the schools.

9. No traveling agent or any other person wishing to make announcement of anything foreign to the City or Public Schools, shall be allowed to occupy any time whatever of the teachers or pupils during school hours.

10. It shall be the duty of all Teachers, individually and collectively, to promote the interests of the Public Schools of Newark as a whole, and by no means allow themselves to use their influence in building up one department at the expense of another. They shall treat each other, and all others connected with these schools, with due courtesy, and strive to promote each other's happiness. No Teacher, having protracted ill-feeling toward another, will be continued in the service of the schools..

Contingent Teachers.

Contingent Teachers shall be elected at the beginning of each school year, and at such other times as the Board of Education may deem proper; and said Teachers shall be chosen from the list of applicants who have been certified by the City Board of Examiners.

It shall be the duty of the Superintendent to prescribe for Contingent Teachers a one-year's course in Pedagogy, including practical training in teaching, and to meet them at least four times a month for instruction and examination in their work. Each Contingent Teacher shall render such services in the schools as the Superintendent may prescribe, in said course of study, without compensation.

No applicant shall be eligible to the position of regular Teacher unless the Superintendent has certified to the Board of Education that said applicant has faithfully completed the course of study prescribed for Contingent Teachers; provided that applicants who furnish satisfactory evidence to the Board of Education that they have had at least one year's successful experience as teachers in the public schools, and applicants who are graduates of some reputable normal training school, shall be exempt from the operation of this rule.

Truant Officer and Janitors.

The Truant Officer and the Janitors shall be elected annually at the first meeting in June, unless otherwise provided by the Board, and shall be employed by the calendar month. Their compensation shall be fixed at the time of their election.

DUTIES OF TRUANT OFFICER.

1. The Truant Officer is vested with police powers, and has authority to enter workshops, factories, stores, and all other places where children are employed, and do whatever is necessary to enforce the compulsory attendance law. He is authorized to institute proceedings against any parent, guardian, officer, or corporation, violating any of the provisions of said law, and he shall perform such other services as the Superintendent and the Board may deem necessary.

2. He shall make a monthly report of his transactions to the Board, and keep an official record of the same. He shall make daily reports to the Superintendent during the school term, and shall perform all other duties specified by the law for truant officers.

DUTIES OF JANITORS.

1. Janitors shall have general supervision over the buildings and grounds placed in their charge, under the direction of the Superintendent and Principals; and secure all the school property against every species of injury, and promptly report any damage done to school property by pupils or other persons, to the Principals or Superintendent.

2. They shall attend to the proper warming of the different rooms occupied in their respective school buildings, under the direction of the Principals and Superintendent, and keep the stoves or heating apparatus in proper condition for such warming purposes. They shall see that the deposits of fuel are made in their proper places at such times as they may be provided by the Board.

3 They shall attend to unlocking and locking of all the outside doors of the school buildings, and the doors of the out-buildings, at the proper times before and after the sessions of each school day; and shall attend to the ringing of the bells as may be directed by the Superintendent.

4. They shall keep the rooms properly cleaned, and each day the schools are in session. sweep and dust all the roooms, offices, and halls

of their respective school buildings; and shall keep free from snow, sand, and gravel, the steps to the entrances, all the walks leading to, and the sidewalk in front of, the school buildings. They shall attend to the winding and setting of the clocks, and to the removal of all rubbish, ashes, and other accumulations in the school yards.

5. When required by the Principals, under the direction of the Superintendent, the Janitors shall remove the desks and benches, or fasten them down, and make such slight repairs as may be necessary and not requiring a skilled mechanic; and do all such other labor in and about the school buildings and school yard as, in the judgment of the Board and Superintendent, pertains to a janitor's duties.

6. No Janitor shall make purchases, or contract any debt., in the name of the Board of Education, except on a written order from the Superintendent, or the member of the Board specially in charge of the building.

7. Janitors are required to assist the Teachers in any work about the rooms, and to co-operate with them at all times in their efforts for the health and comfort of the pupils.

Duties of Pupils.

ATTENDANCE—Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school and obey the directions of the Teachers; to observe good order and propriety of deportment; to be diligent in study; to refrain entirely from improper language and to be clean and neat in person and clothing.

OBEDIENCE—It shall be the duty of each pupil to render proper obedience to authority, and willful persistence in small offences which detract from the general order and interest of the school shall subject the offender to such punishment as the Teacher shall believe commensurate with the nature and spirit of the offenses, even to exclusion from school.

CARE OF FURNITURE—Each pupil shall be required to keep the desk assigned to him free from marks, and any pupil who shall deface or injure any school property may be assessed by the Superintendent or Principal a sum sufficient to repair the damages; and upon refusal to comply he may be denied the privileges of school studies and class standing. Pupils entering a grade must pursue all studies of that grade unless excused by the Superintendent or Principal after conference with the parent or guardian, and any pupil who falls behind his class through irregular attendance or inattention to work may be reduced to a lower grade at the discretion of the Teacher and the approval of the Superintendent.

EXCUSES—Pupils are required in every case of absence to bring on their return to school a written excuse from parent or guardian. Parents are expected to assign good and sufficient reasons for such absence. The Board recognizes as proper excuses for absence, illness of pupil,

illness or affliction in the family, danger to health from exposure or some urgent necessity.

TRUANCY—Any pupil who shall leave school at recess, or before the hour for closing, without permission; or be absent without proper excuse, may be regarded as having voluntarily suspended himself from school, and can be reinstated only by permission of the Superintendent or the Board.

General Regulations.

1. Pupils residing outside the limits of Newark Township may be admitted to any grade for which they are qualified, by paying into the hands of the Clerk of the Board of Education tuition fees in accordance with the following rates per week:

Elementary Department, (first, second, third, fourth grades)....30c.
Preparatory Department, (fifth, sixth, seventh, eighth grades) ...40c.
High School, (ninth, tenth, eleventh, twelfth grades) ....50c.

No deduction will be made for absence, except in case of protracted illness.

2. The holidays of the schools shall be every Saturday, Christmas, New Year's Day, Memorial Day, Washington's Birthday, Thanksgiving Day, Independence Day, and no others unless specially appointed by the Board.

3. No Teacher shall admit to any school a pupil that resides outside of the district, without a permit from the Clerk of the Board.

4. No school-room or hall shall be used for any purpose whatever, other than the instructions prescribed in these regulations, except by order of the Board of Education.

5. Teachers of limited experience may be allowed, in the discretion of the Superintendent, one day each term to visit the city schools, but at no other time shall a Teacher be absent except as already provided for.

6. The morning session of all the schools shall commence precisely at 8:30 o'clock, and close at 11:30 a. m. The afternoon sessions shall commence at 1 and close at 3:30, standard time.

7. The Superintendent is expected to see that no Teacher commence teaching without a certificate from the City Board of Examiners, and that at the expiration of time covered by the certificate of any Teacher, he notify said Board of said expiration.

8. The exercises in all grades shall be immediately closed and all the pupils promptly excused, at the time appointed for closing schools in the forenoon, and no pupil shall be detained longer than 30 minutes after the specified time for dismissal in the evening. Any default on the part of a Teacher in carrying out this regulation will be considered as much a breach of the requirements of the Board, as to open school after the hour appointed, and will be treated as such.

9. No Teacher in the Public Schools shall hold public office during the school months of the year, nor instruct private classes during the five days of the week the schools are in session, except it be to enhance the interests and promote the welfare of the Public Schools.

10. Every species of improper corporal punishment by the Teacher —such as requiring the pupil to hold his arm in a horizontal position, standing on one foot, sitting on a cold floor, standing in a cold hall, or by blows with opened or clenched hand about the pupil's head, or by blows with a ferule—is hereby positively forbidden. The Teacher will be expected to practice such discipline in the schools as would be exercised by a kind and judicious parent in a family.

11. The Board of Education will not furnish invitations to the graduating classes for graduation exercises.

12. No pupils shall be allowed to appear on the stage as graduates, nor shall their names appear on the programmes in the list of graduates, unless they have completed all the requirements for graduation.

13. Only the names of those who have fulfilled the requirements for graduation and received their diplomas shall appear in the list of graduates in the printed reports of the schools.

High School Alumni.

(The asterisks designate the dead.)

1853.

Anna Dille (Mrs. Black) Newark.

1855

Mary Reader (Mrs. Hervey) Mt. Vernon.
Sarah Beckwith (Mrs. Moore)
Clara Knight Newark.
Kate Lewis*

1856

Cordelia Walker (Mrs. Deering)*
Fidelia Walker (Mrs. Wilkinson) Peru, Ind.
Mattie Scott (Mrs. Osborn)*
Sarah Darlington (Mrs. Freeman) U. S. Army.
Mary Follett Woodbridge*

1858.

Will H. Fleek*
Charles P. King, M. D. Newark.
Edward Kitzmiller Pittsburg, Pa.
Homer H. Henderson Columbus.

1859.

Kate Knight (Mrs. King) Newark
Lou Jewett (Mrs. Miller)*
Mame Warner (Mrs. Wilson)*
Sarah Hirsh (Mrs. Stevens)*
Mary Henderson Columbus, O.
Anna E. Watkins*
Grace A. Trowbridge*
Laura J. Jones Newark
Allie H. Anderson* Newark.

1860.

Allie Kitzmiller (Mrs. Myers) St. Louis, Mo.
Mattie Reader (Mrs. Cox)*
Entilla Trimble Odell*
Carrie Anderson (Mrs. Keagey)*
Agnes Duncan* Fairbanks, Fla.
Mary E. Scott Newark
A. T. Spear, M. D. Newark
V. O. Fullerton*
Charles G. Penney, U. S. A., Columbus
Anson B. White Newark.

1861.

Lois Abbott (Mrs. Sook) Newark.
Tillie Ward (Mrs. Jones) Toledo, O.
Sallie Atcherly (Mrs. Smythe) Newark.
Josie Barrick (Mrs. Mitchell)* Kansas.
Carrie Brice (Mrs. Farrington)*
Augusta Hirsh (Mrs. Smucker) Newark.

1862.

Ella Granger (Mrs. Taylor)*
Dee Henderson (Mrs. Newkirk)*
Rowena Greene (Mrs. Dicken) Newark.
Hattie A. Jones Newark.
Ella G. Mehurin Columbus.
Ella Legg*
Hattie Dowell (Mrs. Evans)* Newark.
Charles H. Newkirk Detroit.
Robert Evans*
Robert S. Fulton, Atty. Cincinnati.

1863.

Rebecca Smith (Mrs. Boss) Newark.
Ella M. Lewin*
Ella Jewett*
Henrietta Follett (Mrs. Zeubulin) Chicago
Mary Leslie*
Flora Gray (Mrs. Collins) Newark.

1864.

Ella Howell (Mrs. Bower) Newark.
Mary Evans (Mrs. Suter) Newark.
Orilla Coffman*

1865.

Carrie Milligen (Mrs. Brewster)*
Augusta Smucker (Mrs. Chambers) Newark
Henrietta Crane (Mrs. Greer) Stinesville, Ind.
Kate K. Granger*
Elma Ball Chicago.
Annie E. Mehurin (Mrs. Hayne) Columbus.

1866

Zoe Davis (Mrs. Dean) Newark.
Willard F. Warner Washington D. C.
Joseph K. Knight, D. D. S. Hyde Park, Mass.

1863.

Mary Rogers (Mrs. Dickinson) Oshkosh, Wis.
Carrie McGaughy (Mrs. Reed) Utica, O.
Ray A. Giffin (Mrs. Jones)*
Sarah Jones (Mrs. Bower) Newark.
Hannah Jones (Mrs. Owens) Newark.
Clark D. Barrows*
Giles E. Smucker Newark.
Willis Robbins Newark.
Oscar F. Mehurin*
Sanford Cunningham*
William Jenkins*

1869.

Ella Ball (Mrs. Veach)* Martha Brunner*

1870.

Anna Lewin(Mrs. Taylor) Newark.
Maggie Evans (Mrs. Williams) Nanticoke, Pa.
Lizzie Jones (Mrs. Jones) Newark.
Mattie Bowers Newark R. Delivery.
Ida Moore (Mrs. Tucker) Newark.
Ida Woodbridge (Mrs. Prout) Newark.

1871.

Bell Sample* Coshocton.
Kate Owens (Mrs. Lewis) Chicago.
Mary Brunner (Mrs. Banton) Newark.
Fannie Tyhurst Newark.
Charles Hedrick, M. D. Chicago, O.
Willoughby Miller Univ. Berlin, Ger.
William Webb, Atty. Newark.
Edgar A. Galbreath, D. D. S. Hanover, Germany.
Howard Brooke Minneapolis, Minn.

1872.

Ella Ritter (Mrs. Bostwick) Cambridge
Lou Rissler (Mrs. Wilson) Cincinnati.
Esther Buckingham (Mrs. Bane)*
Ella G. Wiswell (Mrs. Stimmell)*
Anna Sprague Newark.

1873.

Emma Smith (Mrs. Bremigam) Newark.
Mary Davis (Mrs. Brooke) Newark.
Anna Lee (Mrs. Baldwin) Newark, N. J.
Clara Ball (Mrs. Pitzer) Newark.
Minnie Buckingham Cincinnati, O.
William J. Wilson Detroit, Mich.

1874.

Retta M. Griffin (Mrs. Latimer)*
Teresa Lyon (Mrs. Stevens) Newark.
Helen B. Phipps*
Rosa Schlasinan (Mrs. Francis) Columbus, O.
Rata Johnson (Mrs. Knodle) Minneapolis.
Nettie Swisher (Mrs. Baker)*
Mamie Lewin Newark.
Fannie Smith (Mrs. Greene) Perdue Univ
George Williams, Atty. Columbus, O.
Charles Ward Newark.

1876.

Leila H. Stasel (Mrs. Mitchell) Newark.
Mary J. Schlasman (Mrs. Palmer) Newark.
Lucy M. Connel Newark.
Mary J. Ritter (Mrs. Gallagher)*
Erie Flewelling (Mrs. Wales) Zanesville.
Jennie W. Owens (Mrs. Crane) Newark.
Helen A. Sprague (Mrs. Franklin) Newark.
Emma Kochendorfer (Mrs. Emerson) Newark.
Irene C. Jones . Granville.
Fannie B. Jones (Mrs. Bates) Newark.
Harriet E. Stevens (Mrs. Phillips)*
Jeanette Shields Denver.
Florence O. Grasser (Mrs. Franklin) Newark.
Emma Spencer Newark.
Flora B. Galbreath (Mrs. Lindsay) Geneva, O.
Charles F. Snyder Chicago, Ill.
Arthur L. Greene Perdue Univ.
Clinton Brooke Minneap. Minn.

1877.

Hortense Cochran (Mrs. Ball) Newark.
Carrie Myer (Mrs. Parnell)*
Etta Bealle Newark.
Annie Metz Newark.
Kate Metz Newark.
Mary L. Wilkin (Mrs. Stickley) Leadville, Col.
Katie A. Murphy Newark.
Nellie Wilson Detroit, Mich.
Lizzie E. James (Mrs. Wright) Utica, O.

1878.

Mamie Kochendorfer (Mrs. Baggs) Newark.
Edith Penney Newark.
Dora B. Galbreath (Mrs. Coloille) Mt. Vernon.
Clara V. Sturgeon (Mrs. Rank) Newark.
Olive A. Lakin (Mrs. Lowe) Newton Kas.
Sarah E. Wells Indianapolis.
Hattie C. Siler (Mrs. Elilott) Newark.
William E. Phipps Bay City, Mich.
Wallace M. Rank Newark.
Robert W. Ridenour*
Wickliff Owens Texas.

1879.

Mattie J. Evans Columbus, O.
Jeannette B. Guy (Mrs. Newkirk) St. Louis, Missouri.
Hattie C. Evans (Mrs. Wise) Chicago, Ill.
Ada Schlasman (Mrs. Perry) Newark.
Ida M. Taylor (Mrs. Overturf) Newark.
Ida M. Roberts (Mrs. Meyer) Newark.
Mary A. Thompson (Mrs. Law)*
Cecelia F. Hower (Mrs. McPherson)*
Irene Hazelton Newark.
Clara J. McFarland*
Lizzie M. Jones Newark.
Georgia E. Sudbury Newark.
Anna E. Sturgeon (Mrs. Safford)
Mary A. Wilson (Mrs. Winey) New York.
Ester Meininger (Mrs. Abbott) Newark.
Mamie B. Buckingham (Mrs. Bell) Col.
Camella L. Hemingray(Mrs. Hamitt) McKeesport, Pa.
Mary A. Simpson (Mrs. Monroe) Spokane, Wash.
U. S. Grant Jones India.
Paul Collins Whatcom, Wash.
George W. Ritter Newark.
George D. Grasser Columbus, O.
William McMullen Newark.
Henry C. Cochran Newark.
William C. Christian Newark.
Cyrus G. Nevins. Newark.
Willard Curtis Rank Newark.
Ella Jones Newark.

1880.

Sadie A. Nevins (Mrs. Hedrick) Chicago, O.
Katie Simpson (Mrs. Dawson) Spokane, Wash.
Lizzie P. Johnson (Mrs. Rankin) Newark.
Mary L. Van Buren Newark.
Lizzie E. Jones (Mrs. Eagey) Newark.
Nettie Devore (Mrs. Richards)
Annis R. Phelps (Mrs. Lawhead) Newark
Lettie E. Guy (Mrs.——)
Jennie M. Vandegriff (Mrs. Weaver) Norman, O.
Helen A. Gates (Mrs. Smith) Zanesville, Ohio.
Hattie Mansell (Mrs. ——) India.
Cora B. Haughey Newark.
Mamie E. Franklin (Mrs. Cooper) Chicago.
Bertie Jones Newark.
Albert W. Smith Chicago.

1881.

Mina Alice Evans Columbus, O.
Jessie F. Giffin (Mrs. Jones) Granville.
Amelia J. Owen Newark.
Anna M. Wotring Newark.
Mamie F. Sutton (Mrs. Dundy) Omaha, Neb.
D. May Tyhurst (Mrs. Coulter) Newark.
E. Jeanette Maholm (Mrs. Dryer) Columbus, O.
Emma M. Richards (Mrs. Walker) Newark.
Fannie E. Coffman Hanover, O.
Lizzie M. Fulton (Mrs. Zentmier)*

1882.

Hattie Bierly (Mrs. Richter) Columbus, O.
Emma Simpson (Mrs. Zentmier) Newark.
Charlotte Bloomberg (Mrs. Hirsch) Portland, Ind.
Jennie Flewelling (Mrs. Zartman) Newark
Mary M. Kane (Mrs. Hughes) Garrett, Ind.
Ida L. Wiegand Newark.
Lyda Newton (Mrs. Pierson) Newark.
Fannie Kochendorfer Newark.
Carrie E. Hersman (Mrs. Stover) Dayton.
Nettie B. Kilworth (Mrs. McKenzie) Newark.
Louise D. Scheidler (Mrs. Collins) Newark.
Cora May Coffman (Mrs. Hammond) New York.
Alice A. Simpson Newark.
Mabel Dean (Mrs. Cady) New York.
Daniel A. Murphy Newark.
Charles Grant Rank Chicago.

1883.

Etta M. Stinchfield (Mrs. Jones) Texas.
Mollie Criswell (Mrs. Metcalf) Newark.
Tillie G. Tyfe (Mrs. Thompson) Omaha, Neb.
Julia G. Babbitt Newark.
Eleanor P. Lumley New York.
Olive Branch Jones, O. S. U., Columbus.
Minnie Guy Denver, Col.
Katie M. Ambrose Newark.
Minnie E. Shrock (Mrs. Baker) Newark.
Emma R. Harris*
Jean B. Wallace (Mrs. Force) Cleveland, O.
Dora Adella Wing (Mrs. Roop) Huron, N. D.
Ernest C. Moore Newark.

1884.

Ida May Moore (Mrs. Dummera) Altoona, Kas.
Clara L. Sprague (Mrs. Eddy) Cleveland, O.
Julia C. Moriarity Newark.
Helen C. Uhle Newark.
Jennie Devore (Mrs. Richards) Springfield
Laura J. Watkins (Mrs. Thomas) Columbus, O.
Anna R. Smith (Mrs. Glover) Newark.
Florence M. King Newark.
Eurie Henderson (Mrs. Foreman) Cambridge, O.
Rosa E. Bourne (Mrs. Long) Newark.
Hattie E. Flewelling*
Ella May Stunt (Mrs. Lucas) Newark.
Martha Johnson (Mrs. Evans) Chicago.
Winnie Owens Grand Rapids, Mich.
Thomas W. Wilson
Benjamin L. Wilson Cornwall on the Hudson.

1885.

Nellie R. Downey Newark.
Grace Wayne Riley (Mrs. Clark) Chicago
Lucy J. Miller (Mrs. Kerr) Newark.
Bertha M. Williams (Mrs. East) Newark.
May R. Lumley Newark.
Claudia J. Evans (Mrs. Sprankle)*
Kate M. Phipps (Mrs. Benton) Plymouth, Mass.
May E. Van Horn Newark.
Anna Frye Newark.
Blanche E. Murphy (Mrs. McCoy) Tallahoma, Tenn.
Fannie Rees (Mrs. Wright) Newark
Mamie Grove*
Fannie Sites (Mrs. Collins) Newark.
Henry St. Clair Newton, Syracuse N. Y.
Charles D. Miller Sheldon, Ia.
Harry J. Hoover Newark.
Walter A. Irvine Newark.
Schuyler C. Jones Newark.

1886.

Louise M. Wulfhoop Newark.
Carrie A. Schaumleffel Zanesville, O.
Ella F. Brown (Mrs. Pfloegel) Zanesville, O.
Marguerite E. Wildman Newark.
Margaret H. Wallace Newark.
Mary B. Wallace (Mrs. Mason) Los Angeles, Cal.
Jeanette B. Grasser (Mrs. Plyley) Norwalk, O.
Carrie B. Simpson*
Arabella Guy (Mrs. Tight) Granville.
Lillian D. Rhoads Newark.
Marie Max Friedman (Mrs. Hoover) Newark.
Buena V. Wilson Cornwall on Hudson.
Jessie A. McCulloch St. Mary's, Sheppard, O.
Enola Maud Bragg (Mrs. Kirner) Newark
Nellie D. Smucker (Mrs. Graham) Zanesville, O.
Charles W. Miller Newark.
William C. Miller Newark.
Harry P. Scott Newark.
George Walter Scott Newark.
Charles C. Forry Newark.

1887.

Mary L. Kilpatrick Newark.
Effie Margaret Jones Pittsburg, Pa.
Emily Alice Harrison (Mrs. Francis) Newark.
Anna Julia Ponser (Mrs. Cooperider) Newark.
Lizzie Culver Brooke Newark.
Sadie E. Richards (Mrs. Winecoope) Mt. Vernon.
Lizzie B. Davis (Mrs. Jones) Newark.
Lillie B. Swisher (Mrs. White)*
Margaret Owen Cincinnati, O.
Julia B. Smith Newark.
Nellie D. Lee Salina, Kas.
Mattie Jones (Mrs. Boggs) Newark.
Josephine Allen (Mrs. Adams) Baltimore, Md.
Lizzie J. Jones (Mrs. Morrison)*

1888.

Elizabeth Evans (Mrs. Sprankle) Knoxville, Tenn.
Ella B. Jones*
Martha F. Kingston (Mrs. Steckle) Columbus, Ohio.
Anna Wiegand Newark.
Margaret M. McMullen (Mrs. Browne) Newark.
Walter M. Newkirk Detroit, Mich.
Jane Felix (Mrs. White) Newark.
Mary L. Wildman (Mrs. Linehan) Newark.
Maude E. Murphy (Mrs. Holtz) Buchanan, W. Va.
Eva Sayre (Mrs. Nichols) Denver, Col.
Lida E. Ponser Newark.
Myrtle M. Young (Mrs. Taylor) Newark.
Katie M. Ankele Newark.
Bert J. Kellenberger Chicago.
Charles Browne White Denison Univ., Granville.
Mabel K. Peck (Mrs. Preston) New York City.
Bertha A. Tyrer (Mrs. Cherry) Lancaster
Cora M. Simpson Newark.
Sadie R. Wilson (Mrs. Rosebraugh) Newark.
Nancy Byers Vance Newark.
Alice L. Bolton (Mrs. E. Miller) Newark.
Ethel A. Moore*
Anna C. Lavin Newark.
Charlotte A. James*
Minnie M. Dew
Lulu G. Crouch (Mrs. Wallace) Chicago.

1889.

Daisey E. Graves (Mrs. Miller) Newark.
Jessie M. Kane (Mrs. Johnson) Garrett, Ind,
Daisey C. Williams (Mrs. Shaub) Cincinnati, O.
Anna C. Stelzer Newark.
Elizabeth A. Watkins Newark.
Mary A. Sook (Mrs. Sauters) Cleveland.
Daisey R. Thomas (Mrs. Symons) New York City.
Elizabeth King (Mrs. Merrian) Cleveland.
Milton C. Smucker Chicago.
James R. Fitzgibbon Newark.
George W. Lippincott Newark.
Cory M. Stadden Washington, D. C.

1890.

Altha M. Jamison (Mrs. Phillips) Newark
Henrietta F. Wilkin Newark.
Kate Virginia Wilson (Mrs. Kibler) Newark.
Kate Weaver Gilbert Newark.
Ida M. Heckard (Mrs. Mansberger) Pittsburg, Pa.
Winifred M. Finegan Newark.
Mary Alice Wilson Newark.
Mame Blanche Lawyer Newark.
Mary Malissa Palmer Newark.
Bessie B. Scott (Mrs. Wesson) Newark.
Viola A. Crouch Chicago.
Mamie Swern*
Wright D. Wyeth Newark.
Clarence H. White Newark.
Charles A. Lee Salina, Kas.
Jeannette W. Martin Newark.
Alice K. Foos Newark.

1891.

Myrtle Estelle Gorby Newark.
Maye H. McVeigh (Mrs. C. Marshal.) Newark.
Anna Parlay Smith Chicago.
Clara Gertrude Alexander Newark.
Linnie Ball (Mrs. Allen) Newark.
Alice B. Ashbrook Newark.
Carrie M. Kirby Newark.
Lilie B. Thorne (Mrs. Kirk) Newark.
Harriet Narissa Wesson (Mrs. Francis) Cincinnati, O.
Mae Belle Smith Newark.
May Barker Perkins Los Angeles, Cal.
Minnie Gertrude Smith (Mrs. Burkam) Alexandria.
Florence Seymour Lemert Newark.
Edith M. Thomas Newark.
C. Edward DeCrow Chicago.
Joseph Edgar Miller Newark.
Alexander Olmstead Taylor Cleveland.
Charles Mark Owen Grand Rapid, Mich.
Waldo D. Jones Pittsburg, Pa.
Frank A. Bolton Newark.
William A. Burnside Philippines.

1892.

Mary R. Van Atta Newark.
Blanche Robinson Brooke Newark.
Mame Freda Drumm Newark.
Helen Hunter (Mrs. Kellenberger) Newark.
Eunice Estella Thompson Newark.
Josie May Bell (Mrs. Boyles) Columbus.
Guy H. Fulton*
Kate Maude Lee Salina, Kas.
Edith P. Dowling Newark.
Grace Elizabeth Williams Newark.
Gertrude A. Harrison Newark.
Ora Lee Boring (Mrs. Osborn) Newark Route No. 1, Delivery.
Maude B. Stadden Newark.
Lenora M. Stafford (Mrs. Renner) Shelby, O.
Cora Blanche Lane (Mrs. Rawlings) Newark.
Sadie M. McMullen (Mrs. Miesse) Baltimore, Md.
Kate Coffey Maylone Newark.
Charles M. Hartshorn Newark.
Sadie D. Brown Newark.
Winifred H. Wilson New York.
Virgie Agnes Foster Newark.
E. Jennie Evans Chicago.
Cecelia Mary Jones Newark.
Robert E. Pugh.

Hazel Miller

1893.

Fredericka Baker (Mrs. Matthews) Newark.
Aimee Malvina Irwin
Maude Poundstone Newark.
Olivia Mabel Baker Newark
Evelyn Thacker Newark.
Sadie O. Taylor (Mrs. R. Pugh) Hubbard, O.
Beatrice Hartzler (Mrs. Davis) Newark.
Louise Rhoads (Mrs. Kemper Scott) Newark.
Jessie I. Anderson Newark.
Maud M. Wolverton (Mrs. Twinning) California.
Bess Gertrude Rhoads Newark.
Florence Isabel Stasel (Mrs. Collins) Newark.
Cora Olive Irwin (Mrs. Broodbeck)
Sarah Mac Neal Newark.
Ada Howe Miller (Mrs. C. Sowersby) Baltimore, Md.
Lillian Garber Newark.
Laura B. Murphy Buchanan, W. Va.
Stella May Connel Wheeling, Va.
Estelle Irene Wilkin (Mrs. Smith) Leadville, Col.
Helen Josephene Thomas Newark.
Charlotte May Lee Salina, Kas.
Mary Luella Burch Newark.
Dessa Algeo Newark.
Louise B. Stevens Hanover.
Helen O. Sook (Mrs. Dean) Cleveland.
Minnie Richards*
Edith D. Mix Camp Chase.
William Publes Elliott Chicago, Ill.
Arthur Wallace Dean Cleveland, O.
William W. Davis Newark.
Roderick Impey Spear Little Rock, Ark.

1894

Lena M. Gray Newark.
Ethel Hunter (Mrs. Upham) Detroit.
Lois Edith Gorby Newark.
Helen Bower Newark.
Estella May Fireman (Mrs. Ashley) Zanesville, O.
Emma E. English (Mrs. Wertz)
Minnie D. Fristoe Newark.
Helen L. Scott Newark.
Myra M. Cunningham Newark.
Ora Hickerson (Mrs. ——) Newark.
Carrie Allen Newark.
Laura J. Foreman Newark.
Alice Cary Evans*
Mabel Cary Pugh Newark.
Lulu V. Smith Newark.
Mary Shauck (Mrs. C. Legg) Newark.
Alexander Hirschberg New York.
Dudley R. Smith Newark.
Herman O. Upham Detroit, Mich.
George Cary Crawford Newark.
George A. Ball Newark.

1895.

Daisey Harrington Newark.
Maud Alice Evans Cleveland.
Beatrice G. Finegan (Mrs. Moore) Newark
Agnes May Jamison Newark.
Jessie Browne Newark.
Nellie Marie Braddock Newark.
Daisey Anne Blizzard Newark.
May Scott Newark.
Grace Gushing Oldham Arizona.
Vernie Viola Veach (Mrs. Teuscher) Newark.
Clara Anne Davies Newark.
Kate Fuller Foos Newark.
Helen Elizabeth Smucker Newark.
Laura Mary Hull Newark.
Anne Mary Swartz (Mrs. W. Evans) Newark
Bessie Wyeth (Mrs. Hutchinson) Kansas.
Minnie Bell Evans Newark.
Marguerite Stewart Grasser (Mrs. Adams) Columbus, Ohio.
Marietta Elizabeth Snyder (Mrs Wilson) Urbana, O.
Josie Grace Richardson (Mrs. Fitterer) Newark.
Claudia H. Williams Newark.
Nellie Gray Newark.
Nellie M. Stunt (Mrs. E. Settles) Newark
Nettie Chilcoat (Mrs. Frank Hirst) Newark.
Charles Fowes Thomas Louisville, Ky.
Henry John Elliott Chicago.
Samuel Robert Swartz Granville.
Jacob Walter Hartshorn Newark.
Charles Harrington Davis Newark.
Frank Johnson Sprague Newark.
Albert Rissler Webb Columbus, O.
Ralph Norpell Newark.

1896.

Irene J. Jones (Mrs. Ditter) Newark.
Flavia Anna Hartshorn Newark.
Ethel Lena Hill Newark.
Clara Barbara Shide Newark.
Grace Lusk Jones Newark.
Mary Alice Murphy Newark.
Jean Laird McIntosh Mt. Vernon.
Bessie Hamilton Newark.
Martha White Newark.
Jennie Alice Irwin Connellsville Pa.
Nellie Mabel Galloway Newark.
Mary Gertrude Baldwin Newark.
Ethel H. Beata Holm
Maude Edna McNeal Newark.
Genevieve Forry Newark.
Dora Belle Brennstuhl Newark.
Emma Rose Ankele Newark.
George Elwood Hartshorn Newark.
Clarence Clemmer Linn Newark.
Joseph Nelson Pugh Newark.
Albert Edward King Newark.
Harry Arthur Cross Texas.
Charles L. Flory Newark.

1897.

Edith M. Sroufe (Mrs. G. Ball) Newark.
Lulu Wilhelmina Eichhorn Newark.
Zoe Alexine Fulton Newark.
Margaret Elizabeth Mitchell Newark.
Kate Louise Grasser (Mrs. J. Drumm) Columbus.
Nellie May Adair (Mrs. C. Fitzhugh) Newark.
Helen Phelps Cordray (Mrs. W. Davis) Kentucky.
Eleanor Clifford Avery Newark.
J. Pearl Woolway (Mrs. L. Robinson) Chicago, Ill.
Edith Burrows Mackay Newark.
Lucy Snow Wyeth Newark.
Daisy Minnie Hetteshimer (Mrs. Harris) Newark.
Virginia Brennstuhl Newark.

Alma Elizabeth Hilliard Newark.
Pearl Moore Armstrong (Mrs. A. Webber) New Jersey.
May E. Brooke Newark.
Sophia Richards Newark.
Helen Louise Smyers Newark.
Daisy Bertha Hughes Newark.
Ethel B. Pitser Newark.
Nellie G. Frye Newark.
Daniel T. Felix Newark.
Frank C. A. Miller Pittsburg, Pa.
Thomas D. Evans O. S. U., Columbus.
H. Burned Anderson Newark.
George A. Pigg Newark.
Gomer A. Williams Pittsburg, Pa.
Reaves W. DeCrow Newark.
Andrew Max Vance Pittsburg, Pa.
Charles Franklin Rhoads Newark.

1898.

Bertha Fern Stater Newark.
Etta M. Crilly Newark.
Corinne A. Metz Newark.
Jessie Z. Wilson (Mrs. Stanley Switzer) Newark.
Lottie Lowe Johnson Newark.
Rose Alice Pugh Newark.
Faith Norpell Fry Newark.
Margaret Mae Lisey Newark.
Nona Almeda Fisher (Mrs. E. Grafter) Newark.
Alice Louise McCune Newark.
Louise L. Beecher Newark.
Marie Lillian Crane (Mrs. C. Rhoads) Newark.
Ella May Lundy (Mrs. Starr) Newark.
Olive V. Orr Brownsville, O.
Anna Lucile Evans Newark.
Minnie Estelle Hill Newark.
Elizabeth Dora Shrock Newark.

Sabena Hirschberg Newark.
Raymond O. Smith Newark.
William G. Hartshorn Newark.
Robert Earl Jones Newark.
Ray E. Marvin Newark.
John W. Parkinson Newark.
Richard Edward Elsner O. S. U., Columbus.
Fred Browne Newark.
Edward Lee Shaw O. S. U., Columbus.
Harry Lee McConnell Chicago.
Carl Ellsworth Evans, O. S. U., Columbus
Merle Marshall Newark.
John Molhenpah Newark.
Harry Redman Newark.
William Pancoast Cleveland, O.
John Watch McConnell Newark.
Earl Vernon Prior Newark.
Walter Alfred Dorsey Newark.

1899.

Fay Wallace Criswell (Mrs. Harry Cross) Texas.
Della Grace Cochran Newark.
Esther Louise Veach Newark.
Minnie B. Hughes Newark.
Ertel Beatrice Baugher Newark.
Katherine Evans Suter Newark.
Minne Agnes Braddock. Newark.
Vida Shauck Newark.
Iva Alice Morgan Newark.
Myrtle Estelle Snyder Newark.
Mabel Elizabeth Whitecamp Newark.
Jesephine Jean Seward Newark.
Annabel W. Seward Newark.
Anna Sibylla Knuepfer Newark.
Alice L. McMahon Newark.
Mary Estella Gutridge Newark.
Ruth Harvey Acton Newark.

Ida Viola Henry Newark.
Anna F. Ward West Va.
Clara Louise McDonald Newark.
Ethel Fern Hahn Newark.
Mary Publes Elliott Newark.
Mame Fordyce Newark.
Ralph Ibbotson Davis Newark.
S. Guy Jones. Newark.
Charles Francis Graff Newark.
Will Gaylord Youse Buffalo, N. Y.
Walter Leroy Flory Newark.
J. Albert Zartman Newark.
H. Burson Stewart Newark.
Harold Sprague Kemp Newark.
David J. Williams Pittsburg, Pa.
Ross Hamilton Newark.
Charles H. Wells Newark.

1900.

Georgia Black
Edith Blaisdell Newark.
Bessie Boss Newark.
Henrietta Braunhold Newark.
Ada Brooks Newark.
Daisy Burner Newark.
Florence Daugherty Newark.
Della Farbee Newark.
Ada Follett Newark.
Ethel Frye Newark.
Mary Fulton Newark.
Bessie Glenn Newark.
Grace Gorby Newark.
Florence Hart Columbus, O.
Maude Johnson Cambridge, O.
Mary Jones Newark.
Jessie King Newark.
Ada Leedale Newark.
Julia McCune Newark.

Pearle McDermott (Mrs. J. Bowers) Newark.
Edna McDonald Newark.
Neva Moore Newark.
Claren O'Bannon Nashport, O.
Otta Ross Newark.
May Roesel Newark.
Minnie Seiler Newark.
Mary Shaw Dayton, O.
Bess Warrell (Mrs. W. Walker) Newark.
Lilian Franklin Newark.
Harold Bartholomew Newark.
Hugh Frye Newark.
Bernard Graham Newark.
Arthur Gray Newark.
Lee Gutridge Newark.
Ben Montgomery Newark.
John Shrock Newark.
Frank Webb Newark.

Mabel C. Burke	Newark.	Florence Parrish	Newark.
Jessie M. Bartholomew	Newark.	Amy Cordelia Rossin	Newark.
Grace May Boyer (Mrs. A. Davidson)	St. Louis.	Beatrice Nell Tracey	Newark.
		Ada May White	Union Station, O.
Jennie Mae Coole	Newark.	Minnie M. Whitehead	Newark.
Cora B. Duncan	Newark.	Oren J. Anderson	Newark.
Ella Mae Everts	Newark.	Howard E. Brillhart	Newark.
Amy Carew Franklin	Newark.	Carl S. Dayton	Newark.
Anna Louise Graff	Newark	Logan H. Frye	Newark.
Florence Aline Grove	Newark.	Donald L. Galbreath	Hanover, Germany.
Lucile Helen Harrington	Newark.	Leonard Graham	Newark.
Anna M. Horchler	Newark.	Roy L. Hartshorn	Newark.
Mary Crossley Hall	Newark.	J. Garfield Hughes	Newark.
Winifred T. Jones	Newark.	Norval A. Kennett	Newark.
Lulu J. Lane	Newark.	Ralph Banton Miller	Newark.
Bertha Moore	Newark.	Fred Metz	Newa[illegible].
Olive M. Norman	Newark.	Richard J. Owens	Newark.
Mary Hester Neal	Newark.	Wilfred R. Owens	Newark.
Ada M. Odgers	Newark.	Harry D. Pigg	[illegible]ark.
Mary Claire Prior (Mrs. Wm. H. Freed)	Chelsea, Mich.	Edwin F. Stewart	Newark.
		Linnie Stewart	Newark.
Shirley Parke Pitser	Newark		

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